

PERSONAL COPY
GENERAL LIBRARY
UNIV. OF MICH.

SEP 1 1948

The **CLEARING HOUSE**

September

1946

Solving Your Local
TEACHER SHORTAGE

By ELVA DITTMAN

READING PROGRESS
through Guidance

By JOHN M. EKLUND

Some Like It Hot
By DOROTHY DE ZOUCHE

Educational Conventions Are Unfair

By BERTRAND W. HAYWARD

When Can Pupils Work? . . . Social-Living Teacher-Counselors Give Pupils a New Deal . . . I'm a Piker . . . Answering Mr. Tewinkel . . . Citizenship for All Pupils . . . English Classes Handle Newcomers' Orientation.

Vol. 21
No. 1

A JOURNAL for MODERN
JUNIOR and SENIOR HIGH SCHOOLS

The Clearing House

A journal for modern junior and senior high schools

EDITOR

FORREST E. LONG
Professor of Education
New York University

MANAGING EDITOR

MILLS WELLSFORD

BOOK REVIEW EDITORS

JOHN CARR DUFF
Asst. Prof. of Education
New York University

EARL R. GARLER
Assoc. Prof. of Education
New York University

ASSOCIATE EDITORS

JULIAN C. ALDRICH
Assoc. Prof. of Education
New York University
New York, N.Y.

FREDERICK H. BAIR
Exec. Asst. to Commissioner
of Education
State Dept. of Education
Albany, N.Y.

STEPHEN F. BAYNE
Associate Superintendent
Board of Education
New York, N.Y.

WILLARD W. BEATTY
Director of Education
U. S. Office of Indian Affairs
Chicago, Ill.

WILLIAM H. BRISTOW, Asst. Dir.
Reference, Research, Statistics
Board of Education
New York, N.Y.

PHILIP W. L. COX
Professor of Education
New York University
New York, N.Y.

HARL R. DOUGLASS, Dean
College of Education
University of Colorado
Boulder, Colo.

EDGAR M. DRAPER
Professor of Education
University of Washington
Seattle, Wash.

ELBERT K. FRETWELL
Chief Scout Executive
Boy Scouts of America
New York, N.Y.

ROBERT S. GILCHRIST
Dir., University Schools
Ohio State University
Columbus, Ohio

FLOYD E. HARSHMAN
Principal, High School
Nutley, N.J.

GALEN JONES, Director
Division of Secondary Education
U. S. Office of Education
Washington, D.C.

G. ROBERT KOOPMAN
Assistant Superintendent
State Department of Public
Instruction, Lansing, Mich.

LEONARD V. KOOS
Professor of Education
University of Chicago
Chicago, Ill.

HELEN HALTER LONG, Principal
Chatsworth School
Larchmont, N.Y.

IRVING R. MELBO
Assistant Professor of Education
University of Southern California
Los Angeles, Calif.

PAUL S. MILLER, Principal
Davey Junior High School
East Orange, N.J.

LLOYD N. MORRISSETT
Professor of Education
University of California
Los Angeles, Calif.

N. WILLIAM NEWSOM
Professor of Education
Western State College of Colorado
Gunnison, Colo.

WALTER L. NOURSE, Principal
Edison Junior High School
Los Angeles, Calif.

AVERY F. OLNEY
Curriculum Coordinator
Phoenix Union High Schools
Phoenix, Ariz.

RALPH E. PICKETT, Assoc. Dean
School of Education
New York University

THOMAS B. PORTWOOD
Asst. Supt. Secondary Education
San Antonio, Tex.

W. C. REAVIS
Professor of Education
University of Chicago
Chicago, Ill.

JOSEPH ROEMER, Dean
Peabody College
Nashville, Tenn.

JOHN RUTI
Professor of Education
University of Missouri
Columbia, Mo.

EARL U. RUGG
Professor of Education
Colorado State Teachers College
Greeley, Colo.

H. H. RYAN
Asst. Commissioner of Education
State Department of Education
Trenton, N.J.

ARTHUR M. SEYBOLD
State Teachers College
Montclair, N.J.

LAURA TERRY TYLER
Yonkers Public Schools
Yonkers, N.Y.

HARRISON H. VAN COTT, Chief
Bureau of Instructional Superv.
Secondary Education Division
State Department of Education
Albany, N.Y.

JOHN V. WALSH, Principal
Flushing High School
Flushing, N.Y.

F. J. WEERSING
Professor of Education
University of Southern California
Los Angeles, Calif.

KIMBALL WILES
Assoc. Prof. of Education
New York University
New York, N.Y.

ELIZABETH L. WOODS, Supervisor
Educ. Research and Guidance
Los Angeles City Schools
Los Angeles, Calif.

C. O. WRIGHT, Exec. Secy.
Kansas State Teachers Assn.
Topeka, Kan.

Editorial and Business Offices: 207 Fourth Avenue, New York 3, N.Y.

Subscription Office: 203 Lexington Ave., Sweet Springs, Mo.

THE CLEARING HOUSE is published at 450 Ahnaip St., Menasha, Wis. Editorial office: Inor Publishing Co., Incorporated, 207 Fourth Avenue, New York. Published monthly from September through May of each year. Subscription price: \$2.00 per year. Two years for \$3.00 if cash accompanies order. Single copies, 40 cents. Subscriptions for less than a year will be charged at the single copy rate. For subscriptions in groups of ten or more, write for special rates. Foreign countries and Canada, \$3.40 per year.

Entered as second-class matter at the post office at Menasha, Wisconsin, under the Act of March 3, 1879.

Copyright 1946, Inor Publishing Company, Incorporated

The Clearing House

A journal for modern junior and senior high schools

VOL. 21

SEPTEMBER 1946

No. 1

Contents

Steps You Can Take Now in Solving Your Local Teacher Shortage	Elva Dittman	3
When Can Pupils Work?	Marjorie Griffith	8
Reading Progress through a Guidance Program	John M. Eklund	9
Social-Living Teacher-Counselors Give Pupils a New Deal	Harry W. Stauffacher	13
Some Like It Hot	Dorothy De Zouche	15
I'm a Piker	Clarence M. Conkling	17
Answering Mr. Tewinkel—Publishers and Visual Aids	Lloyd W. King	21
Citizenship for All Pupils	Julius Yourman	23
English Classes Handle Newcomers' Orientation	Elizabeth M. Whalen	27
Effective Living: Richmond's Course for Seniors	James N. Pepper	31
Reaching Parents through Print	Marjorie S. Watts	34
Educational Conventions Are Unfair to Teachers	Bertrand W. Hayward	36
Teacher-Counselors vs. Homeroom Guidance	Clifford P. Froehlich	41
Beginning Teachers Should Know Their Occupational Hazards	Pencie Fulton	44
Recreation Nights at Penn High School	Ethel Rogers	47

Departments

"In My Opinion . . ."	12	School News Digest	49
The Spotlight	14	Editorial	50
Findings	30	Book Reviews	53

NOTICE TO WRITERS

We welcome contributions from our readers. In every issue we publish teachers' and administrators' articles reporting improvements, experiments, and successes as achieved in their schools. Many of our readers have accomplished things in classrooms and in school systems that should be known in thousands of other high schools.

Our preferred length for articles is 1,000 to

2,500 words. We also welcome items reporting good but minor ideas in 50 to 600 words. In addition to fact articles (which need not be dull or prosy) we invite articles of controversy, satire, etc., on secondary-education subjects. Typing should be double-spaced. Keep carbon copy and send us the original.

Address manuscripts to The Editor, The Clearing House, 207 Fourth Avenue, New York 3, N.Y.

This new high school speller

is the answer to the spelling problems of ninth-grade students. Seven hundred fifty high frequency words which ordinarily cause trouble are grouped for systematic, fascinating study. High school subject fields are covered, as well as areas of outside interests. Baffling at first, new words become easy and interesting as the student understands the structure, meaning, and use of the words he needs to spell.

USING WORDS — Advanced Course

by LILLIAN E. BILLINGTON and ELLEN WALES WALPOLE

SILVER BURDETT COMPANY

45 East 17th Street 221 East 20th Street 111 New Montgomery Street
New York 3, New York Chicago 16, Illinois San Francisco 5, California

A booklet that fosters the desire to read STUDY TYPE OF READING EXERCISES

BY RUTH STRANG

Professor of Education, Teachers College

Content: Twenty exercises, each an interesting 1,000-word essay on some phase of the reading process. The student is given an insight into the process while gaining practice in certain skills essential to success in high school and college.

Level: Secondary schools.

Usability: The exercises may be used with: (1) regular English or other subject or home-room groups to improve the general level of reading efficiency; (2) special groups in the lowest quarter of reading ability; (3) individuals who desire to form more effective reading habits. *Improvement of Reading in Secondary Schools*, the teacher's manual for the Exercises, gives suggestions for their use and outlines a program for the diagnosis of reading difficulties.

Price: Exercise booklet, 50 cents; on class orders, 45 cents each. Teacher's Manual, 35 cents. Specimen set (one copy of Manual and exercise booklet), 80 cents.

BUREAU OF PUBLICATIONS

Teachers College, Columbia University, New York 27, N.Y.

In writing advertisers please mention CLEARING HOUSE

*Education
Paper*

THE CLEARING HOUSE

A journal for modern junior and senior high schools

VOL. 21

SEPTEMBER 1946

No. 1

Steps you can take now in solving your local TEACHER SHORTAGE

By ELVA DITTMAN

ONE OF THE MAJOR problems brought about by our participation in World War II was that of the teacher shortage. The turnover of teachers before the war was estimated at 10 per cent annually. In 1942 it had risen to 17 per cent; in 1943 to 20 per cent; and in 1944 to 21.5 per cent.¹

There are signs tending to make the thoughtful observer believe that the teacher shortage will remain a national problem long after the war emergency period.

First Lieutenant Paul Dupell of the Air Corps wrote to the editor of *THE CLEARING*

¹ Frazier, Benjamin, "The Teacher Shortage." *School Executive*, 64:54-5, April, 1945.

EDITOR'S NOTE: *It is one thing to discuss the teacher shortage. It is another thing to take purposeful, planned action on it. Miss Dittman asks us to remember that God helps those who help themselves. In this article she explains in detail, step by step, what three groups in the community can do immediately to improve the situation. Miss Dittman tells us that she has "taught every grade from first through twelfth," and that recently she has joined the faculty of the University of Southern California, at Los Angeles, as lecturer in English.*

HOUSE, "Ever since I resigned a teaching position to become an aviation cadet on December 8, 1941, I have discussed teaching problems informally with literally hundreds of former teachers and students. Much to my amazement, I learned that few men plan to return to their former profession of teaching."²

A recent poll conducted by *Fortune* showed that teaching ranked seventh among the occupations that seventeen million young women preferred. Only 6.85 per cent said that they would choose teaching if they had their choice in the kind of work they would like to do. That they are making choices is seen by the fact that our normal school enrollments dropped from approximately 175,000 in 1940 to less than 72,000 in 1943.

It is the opinion expressed in a recent survey by Indiana State Teachers College³ that a shortage of properly trained teachers will exist throughout the entire nation for the next ten years.

To add to the gravity of the problem is the fact that while 50,000 are annually with-

² Dupell, Paul, "So You Were a School Teacher" (Part II). *The Clearing House*, December, 1944, p. 236.

³ *Nation's Schools*, November, 1945, p. 82.

drawing from the profession, the school enrollments are expected to reach a new high during the 1950's. The hope that those who have left the profession may return is fast losing ground. Mr. Joe Park, writing in *School and Society*, reported a study conducted among hourly workers employed in seven plants located within the Evansville, Indiana, industrial area, which found that 82.5 per cent of the teachers did not wish to go back to teaching.⁴ The crowning irony lies in the fact that 47.8 per cent of those who had been teachers prefer factory work to school teaching!

Probably more serious is the fact that our brightest high-school seniors are not planning to attend college with the hope of becoming public-school teachers. Mr. Harry V. Herlinger states, "It has been the opinion of the writer, confirmed by conversations with many school administrators, that only rarely do our best qualified high-school graduates enter the teaching profession."⁵

Some of the reasons cited by the students were that teaching was too regulated and too monotonous, too dull, work too difficult, teachers' acquaintances too limited, do not like teachers generally, too much study, want more exciting life than that of a school teacher. Even the issuance of college scholarships has not produced the desired results among high-school seniors. For with the acceptance of the scholarship often is attached the stipulation that the recipient must teach in the elementary schools of that state for the number of years that he, or she, accepts scholarship help.

The lack of qualified teachers may continue much longer than many educators seem to believe. This long-range shortage will be brought forcibly into focus if the rank and file of labor achieves a greater

degree of employment stability. What if the mass of our citizens were assured of a job and did not have to worry about employment stability? The impact of that fact upon prospective teachers would be tremendous and far reaching. What then about the teacher shortage?

With that achievement of organized labor will go the mainspring from the watch. People in education have always realized the shortcomings of their salaries, but were willing to accept such salaries because as a group they had more security than their fellowmen. But, if everyone willing to work should have the opportunity to do so, the chief attraction of the teaching profession for many people will have disappeared. What then will be the attraction?

The immediate solution to the present teacher shortage, and to that of the future, to many educational leaders lies in the magic word—SALARY. Raise the teacher's salary and presto, most of the teacher recruitment problems will disappear. It would be foolhardy to belittle the drawing card of good salary—but that it is not the wand of magic that its exponents would have us believe is becoming increasingly apparent. Mr. Herlinger in his study with high-school seniors discovered that "contrary to the opinion commonly held, these replies do not bear out the contention that low financial return is the chief factor in keeping our better students from considering teaching as a profession."⁶

The problem is much more deeply rooted. Teachers are leaving schools every semester to learn secretarial work. Do they for a moment suppose that they will earn much higher salaries as secretaries? No. Others are leaving their teaching positions to become professional workers in the Girl Scouts, Camp Fire Girls, Y.W.C.A. For better salaries? No, the salary range is very similar to that of the teaching field. Why, then, are they leaving the profession? What can be done about it?

⁴ Park, Joe, "Postwar Occupational Wishes of Teachers and Students." *School and Society*, August 5, 1944, p. 95.

⁵ Herlinger, Harry V., "And Gladly Teach." *Occupations*, December, 1944, p. 147.

⁶ Ibid., p. 148.

First of all, it would seem that one must approach the problem without resource to superficiality or hypocrisy. Whose problem is it? The teachers'? The administrators'? The parents'? Whose?

As with any problem of complexity, one person or one group alone cannot solve it. In the matter of the teacher shortage its successful local solution will resolve itself into a cooperative effort on the part of all concerned:

Teachers can help and must do so, for the general lowering of morale and qualifications of the entire teacher group will affect each individual teacher no matter where he may be.

Administrators certainly are faced with a sober challenge. The part they play is exceedingly important.

Parents, too, must do their part, for unless they do the educational profession cannot help itself.

1. What the parents can do to help avert a permanent teacher shortage in our country:

There are a number of things which an intelligent parent can do. From the first day that his youngster enters kindergarten, he can show by his manner and his voice that he respects the teacher as an individual and as a professional worker. It is important that the parent retain this attitude of respect for the teacher even though it may, at times, be very difficult for him to do so. It is essential that Johnny realize that his teacher, whoever he may be, has spent years of study and preparation in order to fulfill the requirements of his position.

If a parent wishes to discuss Johnny's school work with his teacher, he ought to do so without Johnny's overhearing the conversation. In this discussion, the parent can show his own respect for the teacher by not setting himself up as a critic of the teacher's instructional methods, even though the parent may have been a teacher

at some time in the past. Teachers resent very much the superior attitude of some parents who are former teachers, and who are particularly anxious to let the teacher understand that they know *considerably more* about teaching Johnny than his teachers do.

When the parent returns home from such a meeting with the teacher, it would be wise to postpone the description of the visit to one's husband or wife, as the case may be, until Johnny has retired for bed or is most certainly and definitely out of earshot. Remarks derogatory to any teacher should not be made in the presence of pupils, no matter how young they may be. The best means of teaching Johnny to respect his instructors is the parent's sincere respect for the teacher himself.

Discipline in the schools has become increasingly difficult to maintain. Reasons for it lie in many factors—but the parent can, and should, help in any way that he is able. Fathers—more so than mothers—are prone to describe in glowing terms the pranks which they perpetrated upon their teachers. As years have gone by, these pranks have become glorified. Yet, the less often the father or big brother insists upon describing such occurrences, the more he will be helping Johnny get the kind of education a parent sincerely wishes for his son. Every disciplinary problem presented to the teacher makes his teaching that much less effective. And in turn Johnny learns that much less.

Parents can help the situation, too, by attempting to treat the teacher socially just for what he is—another human being trying to earn a living, and nothing else. Teaching happens to be his way of earning a livelihood. Don't punish him for his choice. If a parent meets a teacher while shopping, it would help considerably if that parent would talk naturally to him, talk to him as that parent would to the neighbor next door. Many a parent, upon meeting a teacher, immediately stiffens and

begins to think about grammar and correct usage.

Teaching can be a lonely job, if people segregate the teachers as if they were in quarantine—for living. Parents can help considerably if they will expect teachers to have the same wants and desires that they themselves possess. Teachers are HUMAN and like to eat, sleep, play, and work, just as the other members of the community do.

2. What the educational administrators can do to help solve the problem:

For those administrators who feel that the solution of the problem lies in the salary paid to teachers, one must feel a sense of disappointment. They are the leaders, the directors of the destiny of the teaching profession. They must be the guiding lights in the thinking that is involved in reaching a solution to this problem.

What about the working conditions of the teachers? In offices and stores the workers are given fifteen-minute relief periods, one each morning and afternoon. By and large, there are few schools in which the same privilege is enjoyed. What position, other than teaching, requires hours of work several evenings per week?

If the teacher is a high-school instructor, papers must be corrected regularly and lessons planned systematically. If one is teaching in an elementary school, devising seat work and reading materials, the planning of class work will take many hours of after-school work. Overtime work in the form of chaperoning at dances, helping in the dressing room for school plays, attending required educational lectures are all a part of the teaching job. Reporting for work at the usual time on the morning following such an assignment is a part of the teacher's regimen.

Classes of forty or even fifty pupils are not unusual. Thus the major problem of keeping the children busy and out of mischief assumes the teacher's attention rather

than attempting to instill a love of learning and an understanding of the world about them. The value of small classes has been discussed many times and need not be repeated here, but it is one aspect of the problem of the teacher shortage that needs the attention of the administrators constantly.

Small classes could be a more potent factor in teacher turnover than many realize. Their importance cannot be overestimated. The classroom teacher is well aware of this fact. The administrators, though cognizant of it, do not feel its importance as much as the significance of salary in relation to the problem. But a concentrated effort along this line would seem advisable, and promises unusual results.

Administrators can assist in removing the artificiality of the teaching situation. In some schools bells are rung as often as five times in twenty minutes on occasion. It does seem incongruous that a teacher intelligent enough to direct the activities of children should not be intelligent enough to tell time.

What effect this almost constant ringing of loud, harsh bells in some of our schools must have upon the teachers' and children's nervous systems one cannot say, but it must be considerable. The more natural a classroom situation can be, the less nervous strain there will be on the individual teacher and the better the instruction that will result.

The occasional, formal visit by the principal who sits at the rear of the room for an hour in which he decides the mark the teacher is to receive adds considerably to the total picture of artificiality of the teaching profession. Anything that an administrator can do to reduce this affectation will help.

Teaching must be made more interesting. When young normal-school graduates leave college, they are armed with devices and techniques that, were they allowed to

pursue them, would make teaching each day a day packed full of stimulation and satisfaction. They, however, soon learn that "running a unit" means hours of work outside of the school day and after their first year revert to the old subject-page idea. The routine of teaching under such a system cannot help but become unbearable. If this young, enthusiastic teacher, full of ideas, could be given some clerical and artistic assistance, his room would not only become most attractive, but "running a unit" would not present an over-burdening task.

Unless teaching is done in the light of the pupils' needs, which means that it will seldom be done the same way twice, teaching does become a deadly routine which most people, child and teacher alike, are happy to escape. While it is true that patriotism may have called some during World War II, many chose the Waves, Wacs, et cetera, to escape the boredom of teaching as they knew it.

A little straight thinking and plain speaking between teachers, principals, and superintendents could alleviate this aspect of the problem.

Teaching should be personalized. A teacher's greatest asset is his personality. This, coupled with the necessary knowledge of his subject, makes him the kind of teacher that he is. As an individual he should be given every opportunity to feel and to make his room an expression of his personality and that of the group with which he is working. Why our classrooms all over the country need to be such drab, colorless, uninteresting rooms is a mystery. Does pastel paint cost so much more than the hideous gray or cream paint that is so prevalent in schools? Must each room appear so identically like every other room in the school?

Advancement should be possible. Ways must be found to make the individual teacher believe that he is doing a worthwhile and respected job. He must be as-

sured that his effort and skill are not only known by his superiors but appreciated by them. There must be a real incentive for professional improvement.

A plan needs to be evolved to distinguish those teachers who are conscientious and give their work extra effort, for those who have an unusual knack for understanding and helping students. Here all the ingenuity that administrators possess needs to be called upon and put into practice.

3. What the teachers themselves can do to help solve the problem:

Be honest. With education comes a facility in speech, an ability to hide one's true feeling, and a tendency toward the sin of omission. This has led educators to become almost a race distinct in its ability to say the "right" thing at the "right" moment. Tact has grown in importance until it has become in essence hypocrisy and anyone who so much as suggests straight, plain talk is considered a "bull in a china shop."

This characteristic of teachers lies at the root of much of their own problem. They are so afraid to say *what* they think that if they are not careful they will lose the ability to think. They, of themselves, must make a concerted effort to return to saying a little more of what they actually believe rather than what they believe they ought to say.

Teachers will need to be ready and willing to help formulate plans by which able, intelligent individuals, hard-working co-workers who merit promotion may be rewarded and advanced so that there will be a more active stimulus for remaining in the teaching profession than the inevitable day one receives his pension.

Teachers should plan co-operatively so that the work to be taken home each night does not assume such proportions that no leisure time is available. Groups could be formed so that the paper work, necessary

to the school's smooth functioning, can be reduced. Teachers should devise such means as are necessary in order that they may read the current literature and attend educational lectures without having to sacrifice either their hours of sleep or recreation.

Finally, teachers should remember the old saying that God helps those who help themselves and should be ready, ever alert, to an opportunity of making their profession one worthy of the name.

That the foregoing suggestions are not

the end and all to the solution of the teacher shortage problem is obvious. They are written with the hope that a concerted local effort on the part of the teacher, the parent, and the administrator may take place. Yes, we can solve the teacher shortage problem if all of us—parents, administrators, and teachers—strive in our own spheres of influence toward its solution. Unless we do, the future of the public schools in the United States looks dismal, indeed. No democracy can survive without education—education at its best.

When Can Pupils Work?

By MARJORIE GRIFFITH

SUMMER IS OVER, and all over the country high-school pupils are slamming locker doors and greeting each other with wild screams. Some are glad to be back in school, and some are not glad—but none of them can be expected to do much work, because they're just getting over their vacation.

The last few weeks of school aren't very good for working, either; the students spend so much time looking forward to vacation. Similarly, very little work can be done before and after the Christmas, Easter, and Thanksgiving holidays.

There are other times when young people can't work, too. They can't work in hot weather because it's too hot; they can't work in cold weather because it's too cold. Of course, they can't be expected to work when

the wind's blowing—wind makes them nervous. And they can't work when it's raining, because then they're worrying about getting home.

Good weather isn't conducive to work, either. In that case, the weather is just too nice to work.

They can't work on Monday because they are tired from the week-end. They can't work on Friday, because they are thinking about the week-end. Tuesdays and Thursdays are bad days for working, because usually assemblies are held on Tuesdays and Thursdays.

They can't work in the first period of the morning, because they're still sleepy. They can't work last period in the afternoon, because they're tired. In the period before lunch, they're hungry. After lunch, they're sleepy again.

Taking one thing with another, I have concluded that about the only time a student will work is on a Wednesday in mid-October, between the hours of 10 and 11 A.M.

Only then he doesn't feel like working.

—
EDITOR'S NOTE: Miss Griffith sets out to answer a question that must have puzzled you often. Her explanation should take a great load off your mind. Miss Griffith teaches in Brawley, Calif., High School.

READING PROGRESS *through a Guidance Program*

By

JOHN M. EKLUND

THE PROBLEM of the non-reader and of the partial non-reader has always been an inescapable one at Cole Junior High School. Unfortunately a problem of this kind does not always result in keen teacher awareness, for an immediate and pressing need of the pupils may sooner or later satiate the teacher's awareness and deaden his response to that need. That satiation was largely evident when a guidance curriculum organization, and the philosophy that it entails, first came into the Cole story. A study of the potentialities of the person kindles one's awareness to his various abilities and deficiencies.

For many years we had assumed that the great host of non-readers and near non-readers which came to us from various racial and cultural groups (Spanish, Negro, Chinese, Japanese), and from the lower economic levels of the city, could be helped a little—and that is about what we did! (For a great deal depends on what you intend to do.) The curriculum at Cole—as in nearly all public schools—is patterned to meet the needs of the average pupil.

Our average pupil is usually hanging in the vicinity of 92 on the ladder of intelligence.

EDITOR'S NOTE: "We at Cole," writes Mr. Eklund, "think that this article is indicative of what can be done to improve pupils' reading abilities through a well-directed program leavened by the philosophy of personal guidance." Mr. Eklund is chairman of evaluation at Cole Junior High School, Denver, Colo.

The journey from those at 92 to those down on the fringes of the non-reader is not a long one. Likewise, those in these lower ranges of intelligence (the 60's to the 90's) are very close to their intellectual peak at the ages of 15 and 16. One cannot expect even a significant retarded growth when the limits of capability are being approached. In addition the language difficulties presented by different racial backgrounds are very real, and with English speaking teachers doing the job good inter-language rapport is not always present.

Yes, it is possible to build a very good case for NOT putting across a program of individual reading progress. All these difficulties notwithstanding, since 1940-41 one of the cardinal motives behind our guidance program has been to help the individual gain in reading skill. Sometimes we felt that we were getting somewhere, more often we felt that we were "just whistling."

It was thus with a great deal of trepidation that we decided, in November 1945, to lay our reading program on the block in the interests of education—to determine the extent, if any, of reading gains made by members of the second semester 9A class during their three years at Cole. Normally we give a reading test to each 7B pupil in the school; it usually is the simply-scored Nelson Silent Reading Test. In the ninth grade a test is given again. Either the Nelson is repeated, or a comparable test is used. In our November evaluation both the Nelson test and the Stanford Reading Test were used. One hundred sixty-nine members of the original 7B class were still with

us in the ninth grade. The comparison of reading scores was on the basis of actual pupil progress, and all other pupils' scores (of those not tested in 7B, and of those not enrolled as 9B pupils) were disregarded. We actually had an experimental group of 169 pupils, who began at Cole in the fall of 1943 and moved through our guidance program, and were present to be examined as members of the 9B class in the fall of 1945.

There was an intelligence range in this group of 60 to 127, with a median I.Q. of 100 (somewhat higher than the school median). This fact, however, is not too

our guidance program (the entire coordinated program of the school) had succeeded in stimulating the pupil to greater reader activity, and thus achievement, or that the content and emphasis of the program had implemented his reading ability.

For purposes of comparison the group was divided into intelligence levels: Group One—those with I.Q.'s higher than 119, Group Two—those with I.Q.'s between 100 and 119, Group Three—those with I.Q.'s between 80 and 99, and Group Four—those with I.Q.'s below 80. The accompanying table is a graphic representation of the

TABLE—PUPIL READING PROGRESS DURING A 2-YEAR PERIOD IN GRADES 7B TO 9B

<i>Group</i>	<i>No. of Cases</i>	<i>Average 7B Score (Nelson) r. g.</i>	<i>Average 9B Score (Nelson)</i>	<i>Average 9B Score (Stanford)</i>	<i>Average Net Gain for Two-Year Period</i>
I. I.Q. 120 and up.....	7	8.6	10.3	11.1	1.7 (N) 2.5 (S)
II. I.Q. 100-119.....	81	7.2	9.4	9.7	2.2 (N) 2.5 (S)
III. I.Q. 80-99.....	72	6.0	8.3	8.1	2.3 (N) 2.1 (S)
IV. I.Q. 79 and below.....	9	4.6	6.0	6.3	1.4 (N) 1.7 (S)

Scores are in terms of reading grade level.

(N): Nelson Silent Reading Test.

(S): New Stanford Reading Test.

significant, as the median I.Q. for our spring classes is quite frequently in that general area. At the outset of our analysis we asked ourselves one question—What gains have we a right to expect from a group of this kind? We determined that these were chiefly two:

1. Where there is average intelligence we have a right to expect a gain of two full years in reading comprehension and vocabulary.

2. We have a right to expect those with the higher I.Q.'s and lower reading abilities to close that gap during their junior-high-school tenure.

With an average curriculum we had a right to expect nothing further. If, however, the gains in reading ability proved to be significantly greater, we certainly would be led to believe either that some phase of

gains experienced by pupils on these levels.

Since our findings led us to believe that significant reading progress had been achieved by the pupils, we determined to re-evaluate our programs in terms of reading emphasis so that we might discover the phases of the over-all program that led to this progress. We have come to believe that there are four such phases.

First, and perhaps foremost in importance, is the method of approaching the reading problem. The approach must be natural and cooperative. There must be no stigma attached to the non-reader. In order that this may be achieved the guidance program has included small study reading groups under the direct leadership of students, with the supervision of the teacher available when needed. This practice accomplished two things—removal of

the child's embarrassment to a great extent, since he did not have to lose face before the teacher and the total group, and personalizing his reading difficulty. Many times this procedure has produced an awareness of reading deficiency on the part of the student, which was followed by a plea for help and advice.

Second, the effectiveness of coordinate phases of the curriculum:

Through the social sciences by word recognition, group fact-finding, reporting by the individual, and a recognition of the names of places and positions;

Through the avenue of English by group reading of plays, poems, and stories as well as by group reporting, library browsing, and formal vocabulary study;

Through the avenue of mathematics by the study of essay problems and the word meanings involved, and of the general vocabulary pertinent to mathematics;

Through Printing by the reading of proof and by vocabulary recognition;

And through the vocabulary needs of all areas in the child's school experience.

None of these things is revolutionary or unique. But when you take the child into your confidence and spend some time each day, or at least each week, on planning ways in which his total school activity can make him more efficient and skillful in reading, it soon begins to take effect. We realize that growth is taking place—it helps to let the pupil know it too.

The third phase of the guidance program was the enlarging of the pupil's reading contacts. This involved determining his interests—such as health problems and personal problems (personality, grooming, vocations)—and from there on letting the librarian dig. Factual material using the narrative device, and "current-events papers," "weekly readers," and digest magazines were used to awaken interest in contemporary problems and to capitalize on interests already there.

The fourth phase—and perhaps the most

strategic in terms of individual reading gains—is what we term our "Intensified Reading Program." This includes analyzing the pupil's reading ability in terms of his intelligence, his background, and his will to read. The guidance teacher is of great help here, as motivation is frequently the key to success. A teacher specially trained and extremely interested in the reading problems of children is the leader of this program. The pupils are grouped in terms of reading difficulties, vocabulary level, lack of attack and initiative, word reading, lack of phonetic sense, poor vision and poor hearing. In the latter two instances the nurse also plays a prominent part. The follow-up in the guidance room, and the follow-up in all special areas by both the specialist and the counselor, become a continuing process of reading counseling.

These four approaches represent, we believe, the factors that have given our reading program some success. It is impossible to evaluate wherein each area has contributed to the growth of each child, for sometimes one approach may fail completely with one child and be highly successful with another. We do know, however, that when the child learns that he can be helped in a normal, pleasant way and that he can meet with some degree of success, no matter how limited his capabilities, then he discovers there may be some meaning in reading for him and his own problems.

Our investigation has suggested a number of new emphases that we hope to pursue in the future: (1) There is a need for greater cognizance of reading problems of pupils by teachers in all areas, (2) all teachers need to build a "word pool," for a school vocabulary can help pupils throughout the school day, (3) there is a need for greater exploitation of interest areas, and that also means a program for discovering these interest areas, (4) we need motivation of reading interest by the use of diagrams, descriptions, dramatizations, and advertising techniques, and (5) there is need for a con-

stant watch so that neither attitudes and appreciations nor specific content and form may suffer from lack of emphasis.

These pupils are people. There are laggards, there are wise-acres, there are

those who just don't care. But we feel a lot better when we know that there is a program through which we can do a job, and when you do discover significant progress it is heartening. Isn't it?

"IN MY OPINION . . ."

This department will appear from time to time. Readers are welcome to express their opinions pro or con on anything that appears in THE CLEARING HOUSE, or to comment on current problems of secondary education.

Listening

To the Editor:

Too long the art of listening has been taken for granted. Mildred M. Finch's article, "Just Listen! The Neglected 4th Phase of Communication," in the May 1946 issue of THE CLEARING HOUSE, is both timely and applicable.

More training should be given to pupils in how to listen. Plenty of emphasis has been spent on how to speak. But the English teachers alone cannot give all pupils adequate training in listening. All teachers, regardless of what subjects they teach, should be alert to correct listening habits in their pupils. By and large, this is the most common means of becoming educated.

W. N. Viola
Senior High School
Pontiac, Mich.

Smoking at School?

To the Editor:

CLEARING HOUSE readers may be interested to learn that the California State Legislature has been asked to amend the State Education Code to eliminate the provision prohibiting smoking on school grounds.

The request was received from the Associated Student Body of Chico High School in Butte County, as outgrowth of a discussion held at the recent Northern California Student Leaders Conference, at Chico State College.

The resolution states that "it is practically impossible" to enforce the provision, which under the existing law constitutes cause for suspension or ex-

pulsion from school. The law-making body has not yet taken action upon this request.

Will the day come when ashtrays are standard classroom equipment?

J. Burton Vasche
Placer County Schools
Auburn, Calif.

Taft, OPA, and A School

To the Editor:

I read with interest your item in the "School News Digest" of the April 1946 CLEARING HOUSE, concerning the Ohio high school in which the study of OPA was banned after the pupils of a social-studies class wrote letters favoring OPA to Senator Taft and Washington officials, and the principal of the school had received a letter of complaint about it from Senator Taft.

The pupils who wrote the letters showed, in defending the OPA and price control, all of these laudable effects of sound education: (1) That they had a teacher who appreciated the need of bringing vital issues into his classroom, (2) That the pupils were willing partners to a type of learning which is satisfied with nothing less than action where action is needed, (3) That the schools have not only the right but the obligation to support openly those policies of government which help the masses of the people, and to oppose those policies which will prove harmful, (4) That pupils will attain a feeling of active citizenship and learn about our government in a functional sense when they have a chance to participate in government, as these young people so participated when they wrote to their Senator and other officials.

The incident reminded me of how little conception many a principal (not to mention a U. S. Senator!) has of the relationship of genuine democracy to the school program.

William H. Fisher
Ethical Culture High School
New York, N.Y.

Social-Living Teacher-Counselors Give Pupils a NEW DEAL

By
HARRY W. STAUFFACHER

THEY CAN SIGN a "cease firing" treaty in a "Little Red Schoolhouse," but we can't give present-day youths their complete education in such a schoolhouse unless we have in it a teacher who is trained to combine the teaching of skills and knowledge with helping youth to solve complex life situations. There was never a time when youth faced a world in such turmoil as they do today. Our whole social order is in a state of flux and maladjustment.

Neither can we place one counselor in a school of 1,600, or 500, and expect him to give intimate supervision to the educational, vocational, and social needs of all pupils. Do all need guidance? Decidedly so, and in a variety of ways. To meet such a need, the Lindbergh Junior High School faculty, in Long Beach, California, set up a direct procedure to do two things:

First: provide within the instructional daily program teacher-counselors, so that every pupil might have daily contact with one who has the time and responsibility to give guidance services. This was done by giving social-living teachers two groups a day for two and one-half periods. Thus these teachers have one-half period each

day which is devoted to counseling service. Since the teacher has the group for two periods of English and social studies (a combined course called Social Living), she knows each student personally through work activities and is better able to see the needs for guidance.

Particular attention is given to the social development of the group, so that each pupil is brought into a more satisfactory status in relation to his peers. The idea that a student will achieve more when he is socially adjusted gives the teacher a broader concept of guidance. All other teachers are brought into the picture through conferences and observation of students in other classes.

Second: such a program calls for considerable in-service training because few teachers are trained for counseling service. This was accomplished largely through a planning period before the first period. All teachers participated in the program during this planning period. They were guided by the school counselor, who arranged group conferences as well as general faculty meetings. The teachers took an active part in all phases of this daily workshop.

The outcomes for this first year of a specific guidance program are:

1. All pupils received more individual attention and as a result there was a general improvement in grades, in conduct, and in attendance. It was possible to provide more direct student participation and leadership in the planning and carrying out of social and educational activities in small and large groups.
2. Through the development of "group

EDITOR'S NOTE: When the counselor is a specialist, he often has to serve so many pupils that he can give little personal attention to each. The plan by which Lindbergh Junior High School, Long Beach, Cal., provides what it considers adequate educational, social, and vocational guidance to the pupils is explained in this article. Mr. Stauffacher is principal of the school.

climate" by means of sociometric charts, there were far more social adjustments made than ever before. A decided improvement in citizenship was made, which permitted the school to carry on a higher type of school activities and a better student body government.

3. More attention was given to health problems. There was need for a study of health records, which one teacher said was "greater in this one year than in all of the past ten years put together."

4. Teachers became more guidance conscious and grew professionally far more than in any other year.

5. A real pupil-teacher relationship which surprised even the most doubtful was developed.

6. The correlation of guidance and teaching was evident in all classes and resulted in better scholastic achievement on the part of pupils, as shown by tests.

We are convinced that guidance can become a most important phase of education if the members of a faculty will direct themselves systematically to the task by providing time for it, responsibility within the teaching load, and directed in-service training on the specific problems which the teachers face day by day.

* * THE SPOTLIGHT * *

Excerpts from articles in this issue

The current search for a value is usually "What's in it for me?"—*Julius Yourman*, p. 26.

What position, other than teaching, requires hours of work several evenings per week?—*Elva Dittman*, p. 6.

The ideal (guidance) program lies between the homeroom and teacher-counselor plans.—*Clifford P. Froehlich*, p. 43.

Conventions are arranged, organized, planned, to kill all thinking, co-operative or individual.—*Bertrand W. Hayward*, p. 39.

Talk their language and these young people will jump at the chance of outdoing themselves and everyone else.—*Clarence M. Conkling*, p. 20.

Teachers ought to do some real living in the summer, away from the pleasant remoteness of a college campus.—*Dorothy De Zouche*, p. 16.

They (beginning teachers) are babes in the woods, Little Red Riding Hoods on their way to Grandma's with never a word of warning about the big, bad wolves that are lurking along the way.—*Pencie Fulton*, p. 44.

They (pupils) can't work in hot weather because it's too hot; they can't work in cold weather because it's too cold. Of course, they can't be expected to work when the wind's blowing—wind makes them nervous.—*Marjorie Griffith*, p. 8.

The least that we teachers can do to further the cause of democracy is to have a solid 100% turnout among our own membership for registering, for voting in the primaries, and for voting in the final elections of our United States.—*Carlos de Zafra, Jr.*, p. 50.

SOME LIKE IT HOT

A jaundiced glance at summer school

By DOROTHY DE ZOUCHÉ

SPEND THREE MONTHS hoeing sweet potatoes or dusting cabbages, driving a tractor or grafting fruit trees, bottling drinks or making electric light bulbs—and you come back to teaching in the fall a different person. But spend three months or even six weeks going to summer school and you are the same person—only more so.

I had three doses of summer school when I was too young to know any better, and I thought college was like that. Then I went for the regular academic year and found it wasn't like that at all.

I have had some summer school since, but only what was required to prevent my falling from educational grace. I wish I had had a cruise instead. It would have cost about the same and would have been more satisfying and memorable. The summers I have spent seeing America (and I do not mean by this visiting museums) have been the summers that were my real education.

Travelling the back roads and living with the people who are a part of the America I must understand if I am going to help interpret America to my students have been more valuable to me as a teacher and a human being than any summer-school course for which I have been given academic credit and administrative approval.



EDITOR'S NOTE: *If you are a college registrar, don't waste your enticing summer school catalogues on Miss De Zouche. She has her own ideas about how to spend an effective and resultful summer. Miss De Zouche teaches English in the secondary school of Mt. Vernon Seminary, 4340 Fordham Road, NW, Washington 16, D.C.*

In summer schools you spend your days in the company of the same kind of people with whom you have been working all year. You go on thinking in the same neat little grooves. You go on living the same sheltered existence, pleasantly removed from the actualities of life outside the ivied walls. You watch many of your fellow classmen behaving much as your sophomores behaved all winter: working for a grade but caring little for the knowledge which the grade supposedly represents.

You go back to your students in the fall with a little more information in your head and a little less richness in your soul. You blame your sinus or your superintendent or your sophomores for your low spirits—and all the time it's nothing but summer school!

Summer school as an emergency measure for young people during the war was one thing. As a way of life for adult teachers it is quite another.

The first summer I went to New York for summer school I took a graduate course at Columbia University—but chiefly I saw New York. The next summer I just saw New York. It was much cheaper and I learned considerably more. The only catch was that neither Columbia nor my Board of Education would count it as graduate work, but then I have learned not to expect too much either of universities or of boards of education.

Later I tried a summer at a small state university in the South. I had one good course and one which was a sheer waste of time and money. In the latter, the silver-haired old gentleman professor lectured daily, closing his beautiful eyes and chant-

ing softly with an accent about the very things I had taught my seniors the previous winter.

Since I am not very good at picking up accents, I had nothing new to take back to my seniors in the fall. I also had nothing new, from him, to add to my own life except the growing conviction that beautiful college professors ought somewhere along the line to try cleaning piston rings or running power saws or floating logs or dredging ditches or draining swamps or loading coal trucks or cleaning out cow sheds. They might then have something real to offer us.

Being a dauntless soul and also goaded into action by the gentleman who was then my superintendent, I tried summer school again. This time I went north. It was the heat, I told myself, that had ruined summer school before. With the temperature below seventy surely summer school would be a delight. It was the most heavenly cool and quiet summer I have ever spent, and the most unreal. The British election, the atomic bomb, the end of the war with Japan—not one of these events disturbed the calm of the beautiful little New England campus. The students, who were teachers, and the professors went their imperturbable ways, untouched by history.

making events. They were deep in Plato and Abnormal Psychology. All sense of identity with the real world was missing and I had the unbearable sensation of having slept through the aurora borealis.

Teachers ought to do some real living in the summer, away from the pleasant remoteness of a college campus. We might approach then, with understanding, the problems of young people who come from homes where cows are milked or wood is sawed or coal is mined or ditches are dredged. We might be able then to offer these young people something more meaningful than the sounding brass of a binomial theorem or the tinkling cymbal of an irregular conjugation. And we might get from our students something more than a withdrawal into patient tolerance and the sense of an unconquerable distance between our lives and theirs.

And if our students do not come (as mine do not) from homes where cows are milked or wood is sawed, we still ought to experience it ourselves in order to bring to them some consciousness of a life which is different from their own lives.

It is not easy to be a teacher and also a person. We have to fight fiercely to be the latter. One good way is to stay away from summer schools.

We Can't Get Together

If capital and labor, white and colored, cannot co-operate on a national scale—what can we expect in the field of international relations? And take disharmony on an even smaller scale—our own profession. If within our field one group pits itself against another, if one individual maligns another, if teachers have ideas and goals which are poles apart from those of their administrators, if all these evils occur in a profession which is the hope of the world, since it influences the thinking of young people—if some two hundred teachers cannot co-operate, what can we expect of two and a half billion people who do not have as much in common as teachers?—Editorial in *The Royal Oak* (Mich.) *Teacher*.

Ugly Schoolrooms

During a dinner meeting of the MEA Educational Policies Commission following the Lay-Educator Conference in St. Paul, President McElroy of Mankato Teachers College said he thought there should be another freedom added for children—freedom from ugliness.

Whereupon the group discussed the subject of what would happen to children if they could be liberated from dark walls, if a little imagination could be used by school architects and administrators and teachers in providing decorative and inviting interiors. Art teachers and home-economics instructors would welcome being called in on such projects, it was felt. Old buildings do not have to be cheerless.—*Minnesota Journal of Education*.

I'M A PIKER

It's So Easy to Underestimate Our Pupils

By CLARENCE M. CONKLING

THAT'S IT—a piker.

I have to admit it, despite these long years of kidding myself that I was developing into a high-powered teacher, with up-to-date methods, a good approach, thoroughness, and withal—sympathy. I had always been considered a "tough" teacher, and I was quite proud of my reputation as such. I gave plenty of work, assigned hard jobs to accomplish, expected perhaps a little too much of the youngsters I taught, and got the work done and done right, or else.

But, nevertheless, some of my poorest students have shown me up—yes, some of my "poorest" students. Problem boys. Boys who weren't "interested in anything." You know the kind. All schools are blessed with the type.

It all started in the class in elementary mechanical drawing. The work was to be done on the contract basis, and I had drawn up a beautiful plan and an outline of plates to be done for the entire year. It was formidable, and apparently the class as a whole thought so too. The class would start with easy plates, go up through butt-joints, door-stops, construction of irregular figures, octagons, hexagons, geometric drawings, drawings in perspective, 30-60° drawings, detailed drawings of elliptical tea



EDITOR'S NOTE: Too often our classes go along according to plan, and we never realize what some of our "poorer" pupils are capable of doing. When Mr. Conkling deserted the plan and concentrated on his pupils he got some surprising results. Mr. Conkling is head of the commercial department, Sedro-Woolley, Wash., High School.

tables and taborets, to adjustable shaft supports and bench lathe legs. A fairly comprehensive course, I thought to myself. Anyway it looked good on paper.

But some of the boys objected. They couldn't draw. They couldn't, or wouldn't try to understand what it was all about. Their fingers were all thumbs when it came to drawing neat lines—center lines, hidden lines, crosshatching lines—or inking-in the work. They couldn't get the hang of it, couldn't get interested in all that stuff. They didn't want to, they didn't try to. With all my prodding, my efforts to make things interesting and appealing ended bang-up against a stone wall as far as some of them were concerned.

There was Dick, for instance. Dick was a good student. He was actually bright in most classes, in fact he occupied a position on the venerable "Honor Roll"—but as a participating student in mechanical drawing he was a wash-out. Finally, as a last resort (for me), I called Dick in for consultation, to try to discover why he didn't take to mechanical drawing.

Didnt he like to draw? Was it hard for him?

No, he liked it well enough, really he loved to draw, but he didn't like the articles and diagrams he was given to do.

Well, what did he like to draw?

Oh, he spent hours drawing house-plans. That's what he liked. He wanted to be an architect when he grew up.

What to do? Make him draw the assigned plates whether he enjoyed it or not simply because it was the "course" I had, in all my wisdom, outlined for everybody? Make him conform to the pattern?

No. Let him draw. Let him draw to his heart's content those things which he liked to draw. Lead him on, guide him, above all encourage him, inspire him to grow and to do WELL what he wanted to do. What difference did it make to me, personally, what he drew, as long as it was worthwhile, had a meaning to the boy, and measured up to my so-called "standards"?

All right, what shall we start on?

Dick didn't know exactly. He had just been drawing plans, plans. What would I suggest?

The school grounds were being landscaped, so I suggested that Dick get a plan of the building, go to the county engineer's office, find out precisely what the plans for the grounds included, and draw an elevation of the building, showing how he, Dick, visualized the grounds and building when the job was finished. He was to show any trees, shrubs, curbing, walk, or playground equipment he thought should be included to make things complete.

Dick fell for the plan—and before he was done he had drawn a front elevation, a side elevation, and a perspective view of our school and the grounds surrounding it, all to scale and with all the landscaping and other features of the plan included. He even went further and filled in his work in color.

But that was only the beginning. He drew plans of a model home on a model site—all the floor plans, diagrams of the lighting system, of the plumbing system—everything complete. His textbooks were the builders' and home-makers' magazines on our library shelves. He learned a great deal which he himself feels is USEFUL to him, and he did it willingly because he is doing what he likes. He sees that he is making some progress towards his distant goal. I insisted that he be very accurate in the use of correct architectural symbols, in fact in all technicalities. Now he is actually enthusiastic about drawing.

But I gave him book-ends and match-box-

holders when he wanted model houses—something he could see some sense in.

My assignments were "too hard for him," but Dick, of his own choice, is working out drawings ten times more difficult than anything I thought a mere Frosh should be expected to do.

Then there's Joe. He comes to school occasionally when he has nothing better to do. He's not interested in school and never has been. At least we teachers thought so, perhaps because we had never gone to any special pains to try to sound Joe out—"he never would amount to anything anyway." He sat in study hall and slept if he could get away with it.

Mechanical drawing for Joe? Huh, that was a good joke. He could do it, perhaps, but he didn't. Why? Oh, he didn't know. He couldn't seem to get the drift.

In desperation to get Joe to "do something," I corralled him one day and talked and talked with him before I found that his one and only love was, of all things, *the automobile*.

He had kept this fact a secret. He was afraid that everyone would make fun of him (he was rather shy), because, he said, automobiles had no place in school where everything was books. Joe brightened up when I started talking cars to him, for then I was talking his own language.

I told him, frankly and with sincerity, that he was far ahead of many high-school pupils—he knew what he wanted to do after graduation (he had already decided that he was going to trade school and learn to be an automobile mechanic). Most high-school students had no idea what they wanted to do to earn a living, and they were not particularly interested in any one thing. That made Joe feel good.

Well, to get back to mechanical drawing, would he like to draw diagrams of the ignition systems of autos, and things like that? He was stuck for the course, and he should do something about it. Did the drawing of such material appeal to him?

Sure, he guessed so.

We could go over to Dean's garage and get some diagrams for him to copy.

That wasn't necessary. Joe had a book. A big, thick book written for automobile mechanics. He was proud of that book when he brought it to me, and I am proud of the diagrams he is drawing, and drawing well, out of that book: the four phases of a four-cycle engine, the ignition system, the carburetion system, the spark coil, the condenser, and various other technical aspects of the gas engine which Joe loves and understands and wants to know more about. These drawings far surpass anything I imagined was possible with Joe. They are done well, accurately, neatly.

But have I dared to assign such material to my drawing classes? I considered it too difficult. I was treating my class as youngsters, giving them tasks childish in comparison to the adult projects which they really want.

In Joe's case we've carried his love of cars beyond the drawing classes. In English—a subject in which he is down, because ordinarily he is down in most subjects—his themes are "How the Gas Engine Works," "How the Carburetor Works," "How the Distributor Works." He explains his subject so thoroughly that a person who knows absolutely nothing about the subject under discussion, who has no "mechanical bent," can understand what he is talking about. He must follow rules for good grammar and spelling.

In history Joe has had special assignments on "The History of Transportation Leading up to the Gas Engine," "The Wheel, Beginning of Transportation," "Discovery and Development of the Gear," and "Logistics of the Revolutionary War." All of his work has centered around transportation and communication.

Is Joe interested in school now? You'll be surprised. Joe, the boy who liked to do nothing, who went to sleep in study hall if the teachers weren't looking, who was a

problem boy, is now on the Honor Roll! And he wasn't put there by the grace of the teachers. He earned his place.

Then there was Walt, another problem boy. His problem centered around the fact that he joined the navy, developed a heart ailment, never served a tour of duty, but spent six months in a hospital and was then given a medical discharge. When he returned he couldn't readjust himself to school life, for which he never had much love anyway.

He popped up in mechanical drawing—a seat-filler.

Walt rather wanted credit so he could indulge in athletics, but he felt that we owed it to him for attending school at all. Most of his feeble efforts went into getting out of work, if possible. The teachers, he thought, were a bunch of dumb clucks, and they didn't know what was going on half the time, so he could get away with almost anything.

In the course of events Walt and I arrived at the stage where a conference was inevitable.

What to do about no interest, no inclination, no desire to do anything. His only desire was to receive a grade, which I thought was a little too much to ask of me as a conscientious teacher in return for no work.

What did he like to do? Anything at all? Oh, yes, sure. He liked his dogs.

What dogs?

He had fifteen cocker spaniels at home. It took a lot of his time to take care of them. That was why he was absent so much. After he was "out of school" he was going to develop his dog kennel and make a living that way.

Did he have any books about dogs at home? I had a couple of hounds myself, and I would like to read up on the subject.

Sure, he had some books. He had lots of them. He would bring me some.

Well, he brought his books and pamphlets and we looked at pictures and talked

about dog diseases, feeding of dogs, and dog kennels. Walt unfroze and really proved that he knew a good deal about dogs. In some strange manner the talk got around to kennels and model kennels, and we found pictures and drawings and plans for dog kennels in his books. He had some original ideas that he was hepped up about, and much to his own amazement Walt wound up by drawing model kennels, runs, and feeding houses—four or five different kinds and sizes. Beyond that he estimated the lumber needed and its cost (at current market price, even though he couldn't beg, borrow, or steal enough lumber to make a matchbox). He did a lot of things he hadn't planned on, things he thought he couldn't do, simply because he LIVED what he was doing. It was part of him.

As in Joe's case, we carried Walt's love and knowledge of dogs into the English and history classes. While the results are not quite so good with Walt as they were with Joe, still some progress has been made, and Walt likes school much better than he ever did before.

But suppose I had assigned the entire drawing class the project of drawing, in all details, an architectural monstrosity such as a dog kennel? Unthinkable. Unfair to down-trodden students.

These three boys picked out something for themselves that I thought I couldn't possibly assign to the class as a whole. These boys are doing a fine job on a difficult subject simply because of their own interest in it. They are working "away over their heads" according to my standards. What my regular class is turning out looks like kindergarten stuff alongside what Dick and Joe and Walt have done. (Of course if I had told Dick and Joe and Walt that they HAD to do these things whether they liked it or not, a far different story might have developed.) Human nature, of course, is a funny thing.

There are lots of Dicks and Joes and Walts in our schools. They want to be treated like adults, which we are not doing. They are interested in adult things, not in "Mary Had a Little Lamb" and "All Gaul is divided into three parts." They want things which they consider earthy and useful, whether it appeals to me or not.

Talk their language and these young people will jump at the chance of out-doing themselves and everyone else. They'll show each other up. They'll show you up. If you're afraid of that, better not start any program similar to what I have described, because—

They made a piker out of me.

Community Service Given by Commercial Pupils

In order to provide useful work that would give valuable experience to students, and provide an incentive for learning, because the work done was an integral part of community life, a system of commercial service to the community was set up in Loveland, Colo., High School's commercial department.

Announcements were made to business firms, civic organizations, and individuals that typing, duplicating, addressing cards and similar jobs would be done. . . . In addition, all departments of the schools were told that duplicating, including preparation of stencils, and other necessary work was to be done at any time.

A valuable by-product of this service has been the

added interest of citizens in the work done by students, and in the school program in general. It is an excellent selling job for the school in its relation to the community.

During the first year of community service, 576 jobs were completed by the department. An average of thirty-two jobs were done daily, and a total of 100,000 sheets of paper were used. Forty-five and a half per cent of the jobs submitted were duplicating, and fifty-two and eight tenths per cent were typing. Churches, clubs, and business institutions were included in organizations having work done. Individual business men also had work done.—HAROLD FERGUSON and HERMAN O. HOVDE in *The Journal of Business Education*.

ANSWERING MR. TEWINKEL

*Publishers and
visual aids*

By

LLOYD W. KING

THE ARTICLE entitled "Visual Education: Bountiful Promise, Tragic Trickle" by Mr. Joseph M. Tewinkel and published in the May 1946 issue of **THE CLEARING HOUSE** was interesting. The author's intelligent interest in visual education is well known, as is the courage and resourcefulness of **THE CLEARING HOUSE** in the promulgation of advanced ideas.

The article, however, contained a number of intemperate statements and criticisms directed against the textbook publishers and the motion-picture industry. Especially does Mr. Tewinkel indict the textbook publishers for not producing adequate educational films.

The writer realizes that the extravagant language was used by Mr. Tewinkel in an attempt to write sarcastically, and that the sarcasm should not be taken seriously but should be considered merely funny. However, there are too many serious-minded, literal-minded persons in the teaching profession who will not appreciate the subtleties of the attempted humor. Hence it seems desirable to point out some facts concern-

ing the textbook-publishing industry in general and concerning its relationship to film production in particular.

The article imputes a bigness to the textbook industry that it just does not possess and high profits that so far just have not accrued. Exclusive of capital outlay, only 1.16 per cent of the money expended for public education is spent for textbooks. There is no danger of a run-away market in textbooks. School budgets see to that. Though small, the textbook industry is a highly specialized one and, according to those familiar with the books in other countries, it has done well its task of building textbooks for the nation's pupils.

The article hints slyly at favoritism and unethical "unloading" on the part of publishers. The intelligent educators of the country are well aware of the low margin of profit, financial hazard, and the generally high educational plane of the textbook industry and, therefore, will not accept the innuendoes. Casual readers, however, may obtain an entirely false impression from the article. The truth is that keen competition among textbook publishers discourages unethical practices. Textbooks are built and sold within a framework of laws that prescribe rigorously the practices of publishers.

Textbook publishers are integral parts of the educational pattern of the United States. The history of education in this country reveals their important contribution to educational progress. Unwarranted derogatory statements concerning them disparage education in general and are unfortunate in these times.

According to the article, publishers

EDITOR'S NOTE: *Mr. Tewinkel's article, to which Mr. King takes exception, concerned the reasons why better visual aids are not available to the schools. In that connection, Mr. Tewinkel made some comments about textbook publishers. Mr. King, who defends the textbook publishers here, is executive secretary of the American Textbook Publishers Institute, of New York City. Mr. Tewinkel is assistant superintendent of schools in Spokane, Wash.*

"sulk" because they have been slow to step far afield and undertake to do an educational job of recognized importance better than it has yet been done by the agencies whose normal and announced function it is to do that job.

Some of the textbook publishers frankly believe that the two lines of endeavor are entirely different and prefer to continue in the business of publishing. They point out that a single well-made 16mm 400-foot sound reel costs much to produce and that a sufficient number of such films to constitute a truly supplementary visual program would cost many times what a textbook costs, with the result that undertaking such a program would change vitally the nature of a publisher's business.

However, certain other of the publishers for some time have been exploring the field

of film production, with the result that two prominent textbook houses have an announced alliance with one of the largest producers of films; seven other publishers are now engaged in a cooperative study of the possibilities, needs, and problems of educational film production; and two other large publishing houses are already engaged in film production.

All publishers agree, however, that visual aids in schools will be used more widely and more effectively as funds become available for their use and as techniques for using them improve. There is no conflict between their use and the use of text and reference books. As a matter of fact, their proper use will encourage the wider use of text and reference books and make their content more meaningful to pupils and their proper function clearer to teachers.



Our Part in Politics

Every teacher has friends and relatives. Those friends and relatives vote. Many of them would vote her way if they only knew how and why she votes as she does. This places upon the teacher the obligation to be intelligent in political issues, especially as they relate to education. And, whether she likes it or not, it places upon her the same obligation placed upon all intelligent citizens—a moral and civic responsibility to support and seek the support of persons and policies that will best meet the needs as she sees it.

Outside the classroom the teacher has every right, and withal every obligation, of any intelligent citizen. In the language of the Supreme Court of Arkansas, "Certainly they (the teachers) are not denied . . . a reasonable amount of activity in all public affairs. . . . Their zeal in political activity must not carry them to such a degree of offensive partisanship" as to "impair or prove a detriment" to their service as teachers.

Here the issue becomes a matter for analysis rather than a cause to be espoused. It is a problem of education as opposed to propaganda. It is subject matter for detached study, as much as are the Punic Wars, the Louisiana Purchase, or the Constitutional Convention.

Certainly, if pupils are to become practical and intelligent citizens, they must study live questions. Education cannot be carried on in a vacuum. As the *Encyclopedia of Modern Education* states, "Education cannot be carried on in separation from the major social and cultural issues of the group . . . Comfortable aloofness . . . from controversial issues is no longer feasible."

In the classroom, political issues become a matter of purely professional rather than personal interest.

To those who teach, politics has a dual aspect. In the classroom it is subject matter and a professional problem. Outside the classroom it is a matter of personal interest and civic responsibility. In a peculiar way politics comes the teacher's way whether she likes it or not. She has a professional obligation to promote all political policies furthering educational improvement. She has a personal interest in all legislation relating to teacher welfare. She has both a personal interest in and professional obligation to the children and youth of the state, and anything that affects them.

Politics is the "consent of the governed" to the kind of persons in and policies of government. Teacher, to what do you consent?—ARCHER L. BURNHAM in *Nebraska Educational Journal*.

CITIZENSHIP FOR ALL PUPILS

*Making student
government click*

By

JULIUS YOURMAN

WHY DO WE HAVE STUDENT GOVERNMENT?

1. Because we believe in democracy, as our institutions become Americanized they become more democratic. Our basic institution, *the family*, has moved from the autocratic control of fathers by ending discrimination against women because of their sex and against children because of their youth. Although the home as an emerging democratic unit is very confused, it cannot return to the father dictatorship of the pattern imported from Europe one, two, or more generations ago. *Labor unions* and *business corporations* are organized so that they could be democratic, and even the Army, our most authoritarian organization, is rapidly yielding to pressure to become more democratic. *Schools*, too, are changing and have moved far in one generation from the martinet discipline of the schoolmarm with all the questions, the only right answers, and the switch and dunce cap to enforce subordination.

2. Students of American government and American education discovered that our form of government bases its hopes on a well-informed citizenry, able to read, dis-

cuss, and reach decisions for the common good. Schools are supported by taxation as our inner defense, and it is compulsory that all children be educated to meet their great responsibilities as citizens and masters of the state. Jefferson said, "I hope that the education of the common people will be attended to; convinced that upon their good sense we may rely with the most security for the preservation of a due degree of liberty."

Why isn't student government effective?

1. The confused status in American homes, in which "old-fashioned discipline" is disappearing without any substitute controls, is reflected in conditions approaching chaos in schools. Students demand "freedom"; most teachers believe in it but don't know how to develop democratic group controls; and an increasing number of parents want "stronger discipline" in school in the hope it will carry over and make home life more bearable.

2. Effective citizenship is not a common characteristic of adult community life. Most of your parents and teachers are members of organizations, and they usually have the secretary cast one ballot for the slate presented by the nominating committee. Even parent-teacher organizations have been known to engage in "politics" with little bearing on their purpose and program.

In Westchester County last year roughly one-third of the citizens who were eligible to vote did not bother to register, and one-third of those who did register did not vote. The Mayor of Boston, who is also

EDITOR'S NOTE: If you have had your problems in making student government a decisive factor in the school's citizenship program, or if you have been skeptical about organizing student government in your school, you should be interested in Dr. Yourman's suggestions. He is educational consultant of the National Self-Government Committee, 80 Broadway, New York 5, N.Y.

a Representative, continues in office and is cheered by his supporters, even after his conviction of the crime of using the mails to defraud. A Supreme Court Justice in this State is still dispensing justice despite a telephone conversation with Albany's Democratic boss about a pending court case, declared by the State Bar Association to be "destructive of justice." *The World-Telegram* editorial on "Preoccupied Public" notes that "little things like the manifest unfitness of state or local public officials have almost ceased to matter."

3. Parents and teachers, looking backward for guidance, find only techniques of domination and indoctrination. Cautiously trying more democratic controls, they find young people inept and unprepared for group living. It is easier for adults to do things and make decisions than to wait until young people find a way. Most faculty advisers find it easier to write school newspaper stories and to lay out a school yearbook than to have students learn how to do it. Then, too, the school is more likely to win recognition for excellent "student" publications. As a result, most student activities are sham and most student government organizations are playing at government under the control of a fearful faculty adviser. No wonder student leaders are not inspired and the student body is not loyal to or concerned with the so-called student governing body. Most student organizations have degenerated to policing of halls and lunchrooms as a convenience to teachers and principals. The faculty assumes responsibility, alone, for everything else.

4. A few enthusiastic teachers and principals have gone "all out" for student self-government until they realized that young people cannot run a school, nor may they. Then the veto appears and the young people realize the deceit.

5. Lacking school opportunities to develop leadership tendencies and abilities, many of our most promising young citizens

have been forced to find them outside of school. Sometimes they appear in youth clubs, sometimes at home, and sometimes in spontaneous clubs and gangs in which young people, trying to do things their own way, develop activities harmful to themselves and to the community and in causes they don't understand.

How can we make student government effective?

1. School-board members, teachers, administrators, and student leaders should meet to clarify their thinking on the real purpose of public education. The basic emphasis on education to prepare for more education and education to increase the individual's earning power should be examined as a justification of tax-supported schools. Education as the inner defense of government to prepare well-adjusted, informed citizens in a democratic society should be given its importance in time, program, methods, and evaluation of a public school.

2. Education for citizenship begins in the home, so parent education in weaning children from the dependency of infancy to the independence of adolescence should be conducted. In every story of early American success, the boy had to run away from home to "make good." Now children run away from home psychologically. The "revolt of youth" is dangerous, as youth is ill prepared for the freedom it demands. Growth in home responsibility and group living is a home-curriculum problem, and a community adult-education problem.

3. Parents and teachers must develop patience with and faith in young people. It is wonderful what they can do when they are permitted to exercise initiative in areas in which they have a chance of succeeding. Teachers and parents should be consultants, experts at weaning young people from dependence as they grow in confidence and accumulate small successes in self-direction. We do too much for young people and

too little with them. At first, newspapers, assembly programs, school clubs and socials and community-improvement programs by young people will be faulty; but they will realize it and ask for guidance. The satisfaction of doing things socially acceptable is much stronger than the constant rebellion against the strong social controls.

4. Paralleling student government, with joint faculty-student committees and thinking, should be neighborhood councils of parents, concerned with good government and community service. The leisure time earned by shorter working hours and machines in homes should be devoted to civic affairs—if we really believe in democracy.

5. Students should have a clear statement of the areas in which they may legislate and the areas in which they may advise. Certain areas are legal responsibilities of the school board, just as certain areas of legislation are federal, others state, others county, and others local. The school board, representing the people who run the schools and own them, should grant the student body a charter, indicating the areas in which the students, through their duly elected government, may legislate and may advise or cooperate. Parallel responsibilities of students should be stated clearly in this charter of inter-dependence, for freedom without responsibility leads to anarchy, while responsibility without freedom is tyranny.

6. When young people and their duly elected representatives are working with teachers on school problems—problems they feel are their own—and with teachers and parents on significant community problems, they are fulfilling their obligations as citizens. Adults should remember that young people are citizens, even though they are not voters, and as citizens they have responsibilities as well as opportunities in this democratic society.

7. There are school problems and community problems that adults cannot solve without the assistance of organized young

Voting Records

In connection with Dr. Yourman's accompanying article on student government, it is interesting to compare the United States with other countries on the per cent of eligible voters who went to the polls in recent elections. The following figures are quoted by permission from an article by Dr. George Gallup in the *New York World Telegram*, July 27, 1946:

Italy—Monarchy referendum, June 1946: eligibles voting, 89%.

France—Constitutional referendum, May 1946: eligibles voting, 80%. Constituent Assembly, June 1946: eligibles voting, 81%.

Britain—General election, July 1945: eligibles voting, 76%.

Canada—General election, June 1945: eligibles voting, 74%.

United States—Presidential election, 1944: eligibles voting, 55%. Congressional election, 1942: eligibles voting, 33%.

citizens—problems of safety, delinquency, recreation, prejudice, community health and cleanliness. There are many school activities that young people with adult advisers can do better than teachers alone or teachers simulating student participation. In all activities, cooperative participation with increasing responsibilities for youth in activities they find significant is the know-how to be learned by adults and youth.

8. When student responsibility is real, elections will become more than popularity contests for offices which have no duties and dubious honor; participation by the whole student body will be forced by the strongest authority young people know—public opinion of their own age group; the school buildings and program will become matters of concern and pride instead of the teacher's room, his subject, and the principal's school building.

9. Student government should be supported by correlated studies that will give

traditional subjects new significance. History, civics, public speaking, parliamentary procedure, dramatics, music, crafts, and community study will contribute to the growth of the program.

10. Student government should extend beyond the school in program and organization after the earliest development of leaders, techniques, and tradition in home-room and school-wide areas. A community youth council, representing school and out-of-school youth organizations, is the next logical step. Let us not burden the student-government movement with claims that it will safeguard democracy, improve citizenship, solve the most pressing school and home problems, develop character, and

prevent delinquency—even if it is true!

I commend to the attention of faculty advisers and student leaders the pamphlet, *Your School and Its Government*, published by the National Self Government Committee, 80 Broadway, New York 5, N.Y. Dr. Kelley and Dr. Faunce, the authors, give you specific steps in developing student-government programs. With this booklet, and with faith in our country and its young people, any serious school can start student-faculty discussions, planning, and programs. The current search for a value is usually "What's in it for me?" The program I and the pamphlet suggest answers the query, "What's in it for all of us?" with a more satisfying, permanent answer.



A Bold Program for Social-Studies Teachers

At present, social-studies teachers are not even financially able to buy the minimum reference books and periodicals in the most modest lists recommended in their professional journals. If they could buy them, they still wouldn't have time to read them. Thus, in addition to generous book and magazine allowances, the teaching load must be light enough to allow time for serious study of the important understandings they are charged with teaching. This probably means a maximum of fifteen class hours per week. Equipment in the way of text materials, audio-visual aids, and classroom libraries should be provided on a scale to enable a competent teacher to ask and get the most from each pupil.

The issues are too crucial for half-way measures. As long as the social studies permit the maintenance of the present illusion that they are building a social order on a world-wide scale without commanding the vision and the resources to really do the job, they are doing a disservice both to the nation and to their subject matter. They are, perhaps unwittingly but nevertheless actually, standing in the way of other groups who would take some responsibility if it was clear that the field was wide open and was advertised as needing attention.

Two alternatives lie before those who presume to educate for world citizenship in this coming era of atomic energy. We can go before the American people with a well-conceived program and ask for support comparable to the support given to the

winning of the war—if that's what it takes to accomplish the objective. If the maintenance of world order is important, and if the teachers of the social studies have the temerity to assume some share of that burden, then perhaps the National Council for the Social Studies, together with other organizations of social scientists, should go before Congress and the several state legislatures with a request for funds adequate for the job.

As a social-studies teacher and as a veteran, I submit that monies equal to the amount spent for waging the war would not be excessive.

If the teachers of the social studies do not choose this alternative, then there is but one road to follow, and that is to retreat into the ivory tower of intellectualism, to ignore the complexities of the modern world, to content themselves with teaching safe, non-controversial, settled facts, and to feel no more responsibility for their use than the mathematician feels for the uses to which multiplication may be put, whether it be mortality tables or numbers rackets. In this case social consequences are no longer his concern, whether it be the writing on toilet walls by small boys or the denial of equal employment opportunities to returning Negro soldiers. He can sleep well at night, and if an atomic bomb should cut short this sleep he can ask admission into the Pearly Gates on the same basis as the Latin teacher.—WALLACE W. TAYLOR in *Social Education*.

ENGLISH classes handle newcomers' ORIENTATION

By

ELIZABETH M. WHALEN

THE TEACHERS' ROOM during the first week of school usually enjoys a few laughs on the subject of innocent questions and mistakes on the part of new first-year pupils. We are inclined to be very tolerant of their bewilderment and timidity, and we patiently direct them, one by one, to the laboratory, the "basement," or the dean's office. We write little notes explaining their tardiness at class, and we overlook many small lapses, on the ground that they have not yet got used to things.

As time goes on, these situations seem less amusing, and we feel somewhat irritated when around Thanksgiving time someone asserts that he did not know he needed a note to be dismissed, or has never heard of regulations governing the use of lockers. We inquire with some asperity whether his homeroom teacher has not mentioned these things, and when he persists in claiming ignorance, we tell him that he should listen more carefully. And so it goes.

Parents who come to see us around mid-year are astonished to hear about some phases of school life which their children had never mentioned at home, and of

which, indeed, some of the youngsters were no doubt sincerely unaware. For we must recognize that there are some children, and some adults, who do not readily take in their surroundings. And sometimes the brightest students are so interested in their immediate tasks that they simply do not react to the over-all pattern. They do not feel the richness of school life in general, nor do they notice the simple machinery of it.

We are honestly, although perhaps a little unreasonably, appalled at how much the pupil misses of what is going on about him. We forget that a modern high school has many aspects that it does take time to learn, if one has only the average pupil's narrow experience as a guide.

So a key is indicated, to reveal to our new pupil just what this high-school world is, and what it can do for him.

At the college which I attended, every year the dean offered all freshmen a course which he called "Collegiate Life." Did I say "offered"? Nay—in his wisdom, he made it compulsory for a degree. And since it came at the inconvenient hour of four in the afternoon, it became the fashion to cut the lectures, as well as to deride them. But the dean gained his purpose. He provided us with a syllabus of his course and quizzed us on it regularly. From this broad indoctrination we all profited much more than we admitted or even realized. The history, traditions, and opportunities of the college were thus made a part of our comprehension.

Something of this sort, adapted to high-school needs, we envisioned for our young

EDITOR'S NOTE: For reasons explained in this article, Miss Whalen believes that an orientation program for new pupils can be provided more effectively, in many schools, through English classes than through the homerooms. Miss Whalen, who is head of the English department of Beverly, Mass., High School, explains in detail what the school's orientation program covers.

people. We aimed to present to them, and see that they accepted, early in the school experience, the framework for their high-school adventure. We planned to present it as early as was feasible, while curiosity was at its height and the problems were actually presenting themselves, before discouragement had set in or self-confidence been undermined. We planned to present it as a body of useful and desirable information to be acquired as a matter of course, and not a collection of meaningless "don'ts" and "musts." The pupils were to learn not only the limitations but, vastly more important, the possibilities for action.

So we first put it all down in black and white. A syllabus of some eighty mimeographed pages was prepared. It was illustrated with clever and amusing cartoons, and provided with an ornamental cover in the school colors of orange and black, with spaces for the pupil's name, homeroom number, address, telephone number, and locker number and combination.

In accordance with our plan to deal with problems in the order in which they might arise, thus taking advantage of natural motivation, the physical arrangement of the school was first dealt with. A large-scale plan of the school property was drawn, followed by plans for each of the three floors—all rooms numbered, and offices and libraries labeled.

This part of the project was of particular satisfaction to me. In my high-school days we used a rather makeshift combination of old buildings, with consequent meticulous but necessary rules about filing from class to class. So elaborate were the routes and so deep my embarrassment at not grasping them, that in desperation I used an enclosed fire-escape every day for a week in getting from Latin to algebra. How much wretchedness a simple plan would have saved me then! Even though I knew my lessons when I finally got to the right place, I felt furtive and uneasy, suspecting that I was getting off on the wrong foot entirely

at the opening of my high-school career.

Next came several pages of miscellaneous facts, considering such matters as use of lockers, bell programs, homerooms, supplies, study halls, and washrooms. Some space was given to lunch arrangements, especially to cafeteria conduct. The matter of absence was dealt with, also school records—their thoroughness, permanence, and later importance. The marking system was explained, and a specimen report card, a warning slip, and an office rating card were shown.

Plans were suggested for the pupil's personal efficiency in handling his own school work. Suggestions for assignment books were illustrated, as were charts of homework plans and equipment in various rooms. The forms and blanks used in the office—such as absence, tardy, and dismissal slips—were shown and their use explained; book receipts, room permits, and basement permits were also included.

Other facilities were described, and the regulations governing their use were explained. Under the health and safety heading came fire drills, traffic squad, doctor, and nurse. At every opportunity promptness, courtesy, and cooperation were shown to be needed. Proper use of corridors, bicycle room, and assembly hall were discussed. A good plan of the auditorium was included, with seats numbered, and the blocks of seats assigned to the various homerooms indicated. Teachers' make-up afternoons and afternoon detention periods were explained.

Next came a section devoted to activities. Much of this space was given to clubs, teams, and publications. We steered a careful course between advertising for new members and representing these activities as goals of achievement. The honor society was explained, also the many scholarships and prizes available to our pupils.

A copy of the school song and the football cheers came next. The flag salute was given.

Short articles followed on such subjects as getting acquainted with new teachers and classmates, manners in classroom and other parts of the school, and suitable dress.

Next we included a specimen lesson. Bacon's essay "On Studies" was given in double-spaced typing, each line numbered. A dozen good questions were based on it, ranging from vocabulary, spelling, and paraphrasing to interpretation and original thinking.

We assembled ten spelling lessons, compiled from lists submitted by other departments. We tried to bear in mind Carlyle's admonition that man needs not so much to be told as to be reminded.

It was now felt that we had at least a key to show to our new student to make him aware of what lay before him. The question now was how best to present it to him.

It seemed apparent that it must be done through either the homeroom or the English class, these being the only two experiences shared by all the new students every day. Our notion, you will recall, inherent in orientation itself, was not to spin out the program over too long a period.

The English department finally undertook the project, for reasons that seemed sound. First, we had worked up the Syllabus, knew it thoroughly, and were enthusiastic. Second, it seemed easier to work through a relatively small number of teachers, used to cooperating closely. Third, handling it through homerooms would have necessitated extra-long homeroom periods for two weeks, and it seemed desirable to start right out on a regular program and with periods of normal length. Last, we thus avoided giving the plan the flavor of being just one more administration detail foisted upon busy homeroom teachers, and subject possibly to slighting or even antagonism.

The Syllabus was divided into ten lessons (not including the hundred spelling words, which were handled later as part of the

regular English assignments). It was agreed to let all classes progress uniformly. If an average of eight pages a day sounds unduly heavy as an assignment, it must be borne in mind that they included much material that was chiefly illustrative—useful for reference and not in the least intended to be memorized.

Just enough pages for the next assignment were distributed each day and these were filed by the pupil in his cover. These sheets were read and explained before they were taken home to be studied. In this manner we avoided the distaste and discouragement that the young pupil feels at the sight of masses of printed matter. This precaution was also helpful in keeping the daily discussions fairly close to the subject, thus circumventing the superficial pupil who is so irritatingly inclined to anticipate later problems which he has seen mentioned as he desultorily skims ahead, rather than consider the matters in hand.

Our school is at present a three-year one, with our entering class the tenth grade. Thus at the end of two weeks each tenth-grader possessed a complete copy of the Syllabus, and every page had been discussed in English class as fully as time and the abilities of the various classroom groups allowed.

This is the second year we have used the program, and in the light of our experience we contemplate many improvements. We feel that it has amply justified the effort that has been expended upon it, and we also feel that the children's time has been very well spent. It not only answered the original purpose we had in mind, but proved to be of much value in other ways. For instance, being presented to all the newcomers at once and in identical form, it has given the student body a semblance of unity which is not always easy to maintain in a good-sized school of many courses and levels of work. Such an "*esprit de corps*" can be fostered and built upon.

No statistics are available regarding the

time saved in individual explanations and discussions, but almost any teacher can estimate the figure.

New teachers find the Syllabus a boon. Other teachers, seeing the plan as a whole, are prone to take a more sympathetic view of the needs and purposes of those in other departments. Administrators take the occasion to overhaul their arrangements, co-ordinating the new details that constantly present themselves and have to be fitted in,

as well as eliminating practices that have outlived their usefulness. We all find ourselves appraising our sense of values anew.

Yes, the faculty can now triumph over any youth who in the spring of his senior year utters some astounding piece of misinformation in regard to cafeteria, afternoon sessions, or athletic requirements. The only fly in the ointment is that there just don't seem to be any unoriented youths now to furnish such sweet triumphs.



* * * FINDINGS * * *

FUNDAMENTALS: How do the pupils of modern U. S. schools compare with the pupils of a hundred years ago in mastery of "the fundamentals"? Well, it seems that in 1846 the 9th-grade pupils of Springfield, Mass., were given tests in spelling and arithmetic. The test questions and the pupils' papers were kept—and are still available, states *The Kansas City Schools*. In 1946, a hundred years later, those tests were given to 400 pupils from the 9th-grade classes of 4 Kansas City, Mo., junior high schools. In the spelling test, the 1846 pupils scored an "average per cent correct" of 40.6, while the Kansas City pupils scored 39.5. The 20 words in the spelling test are "catch words," and only the roots of 4 of them appear in the Kansas City elementary course in spelling. In the arithmetic test, the 1846 pupils had an "average per cent correct" of 29.4, but the Kansas City pupils ran up a score of 44.8. (THE CLEARING HOUSE has the spelling test of 20 words and the arithmetic test of 8 questions on file, and will send copies to readers who request them. If your pupils can beat the average scores of the 1846 pupils, you can get first-class publicity in the local newspapers.—Ed.)

SCHOOL PUBLICITY: The most serious problem in school public-relations, according to 44%

of the 283 Michigan superintendents who participated in a survey, is "How to invoke community participation in the continuous improvement of the school program," reports Clifford Woody in *Journal of Educational Research*. The next four most "serious problems" in public relations, and the per cents of superintendents who mentioned them, are: The type of exhibits that should be prepared to interpret the school, 43%. Determining what the community wants to know about the school, 40%. Working with parents on problems concerning individual pupils, 39%. An "open-house" program for the community that will secure maximum understanding of the schools, 36%.

UNION: The American Federation of Teachers (AFL) is celebrating its 30th anniversary in 1946. Formed in 1916 from several small teachers' organizations affiliated individually with labor, the AFT began with 2,800 members, says Irvin R. Kuenzli in *The American Teacher*. In 3 years the membership had grown to almost 12,000. Then, says Mr. Kuenzli, the non-union teachers' organizations became alarmed at the AFT's rapid growth, and combatted it as part of "the general drive against organized labor following World War I." By 1926 the AFT membership had dropped below 2,500. But by 1931, membership had risen to 7,000, and by 1940 to more than 32,000. At this point membership was decreased by 10,000 when 2,000 members were lost through termination of the WPA educational program, and when the AFT expelled several of its own local unions. Total paid-up membership of the AFT for 1946 is announced as 32,500. During the 10 months ending April 20, 1946, the AFT organized 42 new locals and 2 new state federations—"probably the greatest period of organizational progress in AFT's history."

EDITOR'S NOTE: *Good, bad, indifferent or important, there is a great amount of counting studies and other research going on in the field of education. We think readers will be interested in brief, unqualified summaries of some main points in some of the findings. Lack of space prohibits much explanation of methods used, degree of accuracy or conclusiveness, and sometimes even the scope of the study.*

EFFECTIVE LIVING:

Richmond's Course for Seniors

By

JAMES N. PEPPER

THE PAST YEAR for the first time Richmond, Mich., High School offered to its thirty-five seniors a course of study in effective living.

This class is not just another course of the glorified occupations variety, but rather it is designed to incorporate certain group guidance features that have proved most realistic in terms of the needs and interests of boys and girls in rural communities. While several colleges now offer courses of this type, this class is primarily set up to meet the problems and requirements of those who will enter the vocational world immediately upon graduation, as well as those who will continue their formal education beyond high school.

In selecting and organizing the content and activities for study, three major problem areas were chosen: those relating to self-realization and personal adjustment; those centering around home and family relationships; and those involving an intelligent choice of a vocation.

In presenting and discussing these problems, no attempt was made to separate the three areas into specified units of study just for the sake of pedagogical logic and organization.



EDITOR'S NOTE: "This experimental course in guidance for seniors," writes Mr. Pepper, "was offered in our school for the first time in 1945-46. It has proved so successful in this community that I would like to offer the facts for the consideration of CLEARING HOUSE readers." Mr. Pepper is superintendent of schools in Richmond, Mich.

ization. With time limit pressure eliminated, it was possible to re-emphasize frequently the inter-relationship of these three major problems in the development of a well-adjusted personality. The importance of learning to live harmoniously and effectively with others was stressed throughout the course as the major objective to be achieved.

In brief, the class was organized for the help and guidance of Richmond boys and girls, with a minimum of reference to special textbook organization.

In order to achieve the foregoing goals, the importance of creating an informal and friendly atmosphere in the classroom was not overlooked. To inspire confidence and thus lay the foundation for effective guidance, it was realized at the outset that a major necessity would be to develop a wholesome student-teacher relationship.

This was done, first, by demonstrating in speech and action that the instructor was a friend and not just a dispenser of unpleasant tasks; second, by eliminating formal examination requirements and deemphasizing the importance of marks as an educational goal; third, by minimizing classroom formalities and substituting democratic techniques; and last, by showing a sincere interest in the social and vocational problems of each individual boy and girl.

Throughout the course every effort was made to include only those activities and techniques that would have value to the student in his everyday life, and would be of assistance to him in planning his future home and vocational career.

To emphasize the importance of coop-

erative planning in the home and on the job through class activities, students were given instruction in cooperative techniques and were frequently allowed the opportunity to work together in small committees and panels in the selection and discussion of problems raised by members of the group. By substituting in this manner the "we" spirit for the "I" attitude among members of the class, students were encouraged to help select their own problems and topics to be discussed rather than those of the instructor.

Many problems were raised and discussed by the students during the school year, but those that proved to be of most interest included: home and family relations; boy and girl relations; mental hygiene problems; and those relating to the choice of a career.

The six-week period devoted to home and family relationships was accepted by the students as one of the most popular phases of the course. They were vitally interested in the discussion of problems relating to the selection of a suitable mate, making a success of marriage, avoiding the dangers of hasty marriages, and determining the most satisfactory age for marriage.

In most cases no final answers were given by the teacher to problems raised, and while many remained unsolved the class discussion was directed in such a manner as to help the student work out his own problem or choose alternative courses of action to follow. Appropriate films dealing with problems of home and family were obtained through the Y.M.C.A. of New York, and were used to good advantage in reviewing and re-emphasizing major points of discussion raised by the class.

Occasionally outside speakers representing various social agencies were invited in to speak and give first-hand information to the students. This teaching device along with the use of visual materials and the application of democratic techniques in conducting class discussion encouraged

good student morale and gave no cause for discipline problems to exist.

Most of the second semester was devoted to helping students to find their place in the occupational world. This problem was approached from the viewpoint that every person has a proper place in the work world, and that it is a responsibility of the school to provide the opportunity for students to explore and find that place under careful guidance.

To assist the student in planning his future career, the following procedure was used:

First, each student was given the Kuder Preference Record to help him discover a tentative vocational-interest field.

Second, after these tests were checked and discussed by the class, small interest-groups not exceeding ten members each were organized as follows: academic, for those entering a profession and requiring additional training beyond high school; mechanical; clerical; social service; and general for those not indicating a definite interest in any particular field.

Third, the members of each interest group were then given an aptitude test to help the student determine whether or not he possessed the necessary abilities to succeed reasonably well in his chosen field.

Fourth, after a thorough study of each pupils' interests and abilities through small-group discussions and personal interviews with the instructor, students were given the opportunity to investigate various occupations in the field indicated by the interest and aptitude tests.

Fifth, after several weeks of reading and study of many occupations, the student submitted individual reports on a chosen vocation to the class as a whole.

Each interest group also presented a panel discussion before the class on the major factors involved in the wise choice of a vocation, thus making it possible for all of the class to benefit from the information learned by each interest group. These

open and frank student discussions, which dealt mainly with such topics as training and educational requirements, salary opportunities, working conditions and opportunities for advancement, proved to be interesting and valuable to each student.

While in some instances students were unable to make a definite vocational choice, it was generally felt by both parents and students in the community that considerable self-direction and guidance had been given to the young people which would be helpful to them in making a wise choice on their own later in life. Although no attempt was made on the part of the instructor to dictate a vocational selection, students were provided with the techniques necessary for making a scientific choice of occupation.

Through an extensive use of guidance inventories, autobiographies, mental ability, interest, aptitude, and personality tests, and personal interviews with the instructor, students became better acquainted with themselves as individuals, thus increasing their chances for a happier adjustment in later life. The accurate cumulative records of all tests and inventories taken by each pupil during the course gave students an

attitude of respect and confidence toward the school. It is now felt that the school not only is interested in the student while he is in school, but that it is also concerned about the future welfare of all of its graduates.

Student interviews with employers in the community did much to bring the members of the class in closer contact with actual conditions existing in the business world. Results of these interviews gave the students a better insight into the problems of how to write letters of application, factors involved in a successful interview, the causes of failure on the job, and the importance of character and personal work habits in achieving vocational success.

While it is still too early to measure accurately the long-range results of this experiment at Richmond, it is felt that for the present it is meeting adequately the needs of the seniors, and with constant revision should become a permanent part of the school curriculum. Through this experiment an attempt has been made to teach boys and girls and not just subject matter. This is our contribution to the guidance of youth at Richmond, and we believe it is a step in the right direction.



Who Reads Books?

"The last American who sat down to read," said Stephen Leacock, "died in about the days of Henry Clay." . . . Less than two per cent of the 130,000,000 people in this country are book readers. Other facts are responsible for some of our concern. Evidence shows, for example:

1. That in "an ordinary good library town", card holders, of whom half are school children, comprise only 25 to 30 per cent of the population.
2. That the typical borrower is a young woman who reads in the course of a month four novels of no particular worth, one better novel, one popular biography or autobiography, and one entertaining travel account, usually written by an indifferent author, whose name will never "be cut in marble on the face of library buildings".
3. That, in New York City, 10 per cent of the

readers account for 67 per cent of the books withdrawn.

4. That, whereas increases in American expenditures tend to parallel increases in income, they do so in the following order: recreation, contributions, personal taxes, education, tobacco, and finally reading.

5. That the actual amount spent for reading materials varies only from about \$10 per year for families at the \$500-income level, to \$40 for families at the \$6,000-income level, with a steady decline beyond the \$7,500-income level.

6. That elementary pupils show a discouraging lack of familiarity with good current books despite the fact that over 650,000 teachers are daily engaged in teaching them how to read.—BERNICE E. LEARY in *Journal of Educational Research*.

Reaching Parents THROUGH PRINT

By
MARJORIE S. WATTS

DO PARENTS KNOW the facts about school policies which vitally concern their children? Are they interested in learning these facts? Can a paper for parents arouse or satisfy such interest? Since April 1945 Bloomfield, N.J., Senior High School has been conducting an experiment sponsored by the guidance department—publication of a paper for parents entitled "Contact."

Inspiration for "Contact" had been fomented over a period of years by certain often-repeated remarks made by parents to the administration or to the guidance department. For parents constantly give evidence of being in the dark about such matters as homework, attendance, making up work, and planning programs.

In spite of our desultory projects tying his school to the rest of his living, in most cases the average youngster still views school separately, just as most adults view their jobs. We have not succeeded, despite PTA's, in persuading this average girl or boy that parents, teachers, and students can cooperate any more sociably than the members of the more traditional eternal triangle. We need to seek, with both pupils and parents, less pedagogical and more human

Bloomfield Senior
High's "Contact"

relationships. It is an occupational disease of teachers that they feel they must improve everyone they meet, including parents. With less emphasis on reform and more on friendly cooperation, the improvement is usually not only natural but mutual.

The aim of "Contact" is to present facts in a man-to-man fashion to parents, yet do so in such a way that students will not feel that home and school are ganging up on them. The first issue, mailed out in April 1945, was introductory. It stated the purpose of the paper and featured the annual subject planning for the next year, which in Bloomfield Senior High School takes place in April. There were also two other brief items. The paper took the form of one side of a mimeographed sheet, 8½ by 11 inches, the print being broken up into short sections and in simple English.

On this issue the school received from parents only one directly presented comment—a very favorable one. There being no specific measurement for the effect of the paper upon parents' phone calls and visits to the guidance offices, since they go on all the time, the department consoled itself by two facts. First, the public rarely expresses itself on such matters, and second, there was no adverse criticism.

However, the editor began mulling over the idea of presenting information in the shape of a comic strip. Accordingly the second (September 1945) issue, featuring homework, consisted of such a strip. It occupied one whole side of the paper, and a self-rating scale for parents—consisting of ten questions bearing on their part in the matter of homework—appeared on one half of the reverse side, leaving sufficient space

EDITOR'S NOTE: "Contact" is a mimeographed paper for parents, sponsored by the guidance department of Bloomfield, N.J., Senior High School. The effectiveness of the paper is due to the kind of useful information on school procedures which Miss Watts explains in this article. Miss Watts, who teaches English and is a member of the school's guidance department, is editor of "Contact."

for folding and mailing. The comic, which was a piece of collaboration between the editor and a clever art student, presented the tale of Skipper, an average high-school boy, from his neglected school work through his reformation and consequent triumphant report card. Captions, not too serious, included "Studies Bore Skipper," "That Old Black Magic" ("I did it in study"), "Red Ink Runs Riot," "New Home Work Plan," "The Grand Pay-off," and "Isn't It the Truth?" This last query underlined a space in which appeared the rhyme:

A little homework
Everyday,
Keeps those failure
Blues away.

The number of personal comments from parents, after the publication of this issue, increased by only two. So an attempt was next made through homeroom teachers to obtain at the same time direct reactions from students and, through them, indirect ones from parents. Each homeroom teacher was asked to hand in to the guidance department answers to these questions: (1) How many students know that their parents read "Contact"? (2) What comments on it were made by parents? (3) What comments did students make?

Responses to these queries produced enlightening reading. A rough estimate indicated that 57 per cent of the parents to whom "Contact" was mailed did pay some degree of attention to it. According to statistics from a poll conducted recently by The Continuing Study of Newspaper Reading, the per cent of readership of editorial cartoons is high. Results of this poll show that a printed editorial sheet, such as the first issue of "Contact," is read by only 20 per cent of women and 31 per cent of men readers. An editorial cartoon of the type which formed a large part of the September 1945 "Contact" is read by 64 per cent of women and 75 per cent of the men.

Encouraged by these figures and by a great variety of comment, mostly surprising-

ly favorable, from students, we have since published two more issues—four in all—of the paper. The December 1945 issue featured the seasonable topic of attendance. It was based upon the results of a questionnaire presented to students in their homerooms, and carried a cartoon featuring Skipper and his girl friend, Ginger, in an episode involving hookey. This time we expanded to both sides of one sheet of paper and one side of a second. Our April 1946 number dealt with rating scales, including citizenship grades and senior ratings in high school, and post-school ratings by colleges and by industry. Two spot cartoons and an editorial cartoon enlivened the subject matter.

As a by-product of this venture we inspire collaboration by quite a section of the school each time the paper is prepared. For instance, as a preliminary to the April issue every junior class in American history studied the senior rating scale. To summarize other contributions: After the editor has written and laid out the copy, the guidance secretary cuts the stencil, the artist draws the cartoons on it, and the senior girls in "secretarial practice" prepare the mimeographed copies for mailing.

Comments by parents are now more frequent, and we have not yet heard anything derogatory. In addition to this, we have acquired a long mailing list of requests for copies of the paper from school people in New Jersey and other states.

We know the platitude—statistically supported—that the public doesn't read. Yet it appears that techniques can be worked out which invite parents to read at least briefly about what should concern them mightily. If this is so, "Contact" is pioneering in what can develop into a very practical medium for adult education. We entertain a strong hunch that since we began to reach out to parents in an uncondescending, informative fashion, through print and pictures, our public has found us less formidable and far more interesting.

Educational Conventions are UNFAIR to TEACHERS

By BERTRAND W. HAYWARD

HAVING BEEN BORN in this country, along with you, fellow American, I have attended countless conventions of fraternal orders, business groups, and service clubs. We have watched others attend: legion, fire and police chief, political, labor, ministerial, hobo conventions.

Even animal shows are a sort of convention for the non-lingual creatures (a distinct advantage at a convention). And county fairs are probably arranged so that those people who belong to fewer than six national groups can have an equal opportunity to be pushed around, trod upon and exhorted.

Now, of these numerous meetings, none has a more self-contradictory title than the educational convention. Why this is we shall immediately see.

For the past twelve years I have listened to, slept through, and in extreme cases, walked out of educational meetings. I hesitate to perform this latter act because I am sensitive about public manners. But the human spirit can bear only so much and survive. Survival has its way over the veneer of manners, and I am off and out under the stars, rather than hearing the "learn'd as-

tronomer" with his interminable rolling of words.

You know the lecturers too. They are tall with high voices, short with low voices, and vice versa. Some of them obviously had forgotten they were to be there until reminded yesterday by a dutiful secretary. There are so many different types of speakers at conventions that, as someone has said, if their heads were lopped off and laid end to end it would be a Good Thing.

During wartime, conventions were streamlined. If you were forced by circumstances to attend one of these Roman circuses you know that the streamlining consisted in streaming a line of speakers from the breakfast meeting to the dinner banquet. Some groups, it is said, considered holding sunrise sessions so that the same full number of experts might be called upon to address the assembled stooges within the limited time. The foregoing definition is authoritative. There was a fallacious definition prevalent recently that the term "streamline" was used because the gentlemen were chosen to speak on the basis of their ability to "stream a line." This canard can now be refuted. It does not pay to be frivolous about these well-established institutions.

A scholarly treatise on all types of conventions should follow, but lack of space and the blow such a volume would deal a recovering paper industry make it impractical. From now on we are talking about meetings of groups concerned with education. (Note: I did not say, *educational conventions*.)

There are two schools of thought about such gatherings. One holds that it is all

EDITOR'S NOTE: This may possibly come to be accepted as the definitive article (of its kind!) on educational conventions. Mr. Hayward covers the subject from A (audience) to Z (zest, lack of). And if you feel that the author is unfair to conventions, he has a ready comeback: Haven't conventions been unfair to thousands of teachers for years? Mr. Hayward is principal of Fitchburg, Mass., High School.

right to attend these assemblies so long as you do not listen to the speakers. The other, and majority group, feels that it is wiser not to show up at all. They contend that a miasma hangs about such affairs, and that there is no use submitting oneself deliberately to infection. Some of these people, it is true, are hardy and brave enough to court all dangers and will from time to time appear briefly with courage shining through their set, tense features.

It was early in my career, when I was more often induced to follow the program with reverent, rapt attention, that I engaged an angular, long-faced sepulchral-toned gentleman in conversation about conventions. We had to talk fast—there was another paper being brought up for its death-rattle—but he did finally rebuke me with, "After all, ahem, we get out of conventions [sententious pause] just about what we put into them."

This originally-phrased observation staggered me. Here was a new approach! In his metaphorical, original way this gentleman opened up fresh horizons; a whole new world stretched before me.

I had, heretofore, thought conventions were expressly arranged so that anyone who tried to put anything into them not on the program would be looked upon with horror and maybe dragged out by burly attendants. At any rate, when would one find time? Conventions are on schedules, like railroads. What would happen if someone capriciously ran an extra train in, say, against the Nominating Committee Limited (limited to very elderly, tired gentlemen) or the Resolutions Express (having the express purpose of pushing through whatever the closed clique believes)?

Sometimes teachers complain that college professors only talk about modern methods of education, but never bother to disturb the tenor of their own classes with new activities. What an unfair complaint! Don't these teachers ever attend conventions? Did they ever see any principle of

modern education in action? Did they meet with anything but exhortation? Did they see any visual education except in the exhibits?

How many of them participated in the planning? How many of them know how officers are elected? How many discussions of principles did they meet with from opposing points of view? How many conclusions were reached toward which they contributed? How many steps of immediate action to reach agreed-upon goals did they come away determined to take? How much evidence of modern psychological method could they observe in the planning of the program? Do they know how and why the speakers were selected and by whom?

Such are some of the questions for which any group presuming to teach the principles of democracy should have clear answers concerning their own "inspirational" meetings.

The lag between principles and practice in education is increasingly great as we get to more hierarchical organizations. The elementary school does well, the high school is improving, the college is becoming alert to changed conditions—but at conventions, where non-experts are chastised repeatedly for this lag, we find the worst conditions of all.

Let us get along to the high light of any convention—the dinner meeting. Here are gathered, at the head table, the real notables. Here, for the modest fee of three or four extra dollars, one really meets the thinkers of our day.

At these affairs the hotel staff outdoes itself and clears up all the old food that has been loitering around worrying them for some time. During the war, of course, we expected this and patriotically devoured whatever came. But thrifty hotel people have for years been using the slogan, "Use it up, wear it out, make it do" on food for conventions. We may rest assured, I can now report from personal experience with a pensioned lobster, that the usual

standards will be maintained whatever the cost (of the dinner).

The service at these affairs, too, is remarkable. The attention given by the waiters is very personal, especially at the time a plate goes around for tips. Since these super-sophisticates get their sleeves into so many different types of material, their cleaning bill is enormous, consequently they must be sure to get sufficient tips.

Now look at the menu: warmed fruit cup, cooled soup, strangely mixed pickles, fillet of flaccid fish (or is it flaccid fillet of fish? Anyway it is always flaccid), cool, sticky, pale mashed potatoes rouged with paprika, tired peas, melting ice cream (during the war, sherbet, but always melting), and well-worn cake.

It is no wonder that the waiters, wearied by getting all this to the patrons at just the proper state of inedibility, should expect a substantial gratuity. If, as sometimes happens among the penurious pedagogues with whom I find myself at table, these expectations are not met, the actions of the waiter always bring back the lurking suspicion I first had when viewing him (especially during war time), that he was an enemy agent. His final ironic, sibilant, "You are very generous, gentlemen," provides me relief after I have hastily looked to see that no friend has slumped forward, steak knife in back. Those steak knives are very sharp. They have to be whenever, as occasionally happens now, an athletic cow replaces the flaccid fish.

This summary of conventions would not be complete without brief mention of the major attraction—the speakers of the evening. Sometimes they are government officials, or business men, or college presidents; sometimes actors, or superintendents; once in awhile a principal but practically never a teacher. That is why they are called "teachers' " conventions.

Before the war it was pretty easy to classify the speaker and outline the speech

before he began, thus making it possible to relax later. The war, as should be expected, brought changes and one saw on the program that the third assistant secretary of the assistant secretary of war, who never went to public school, would report on the future of the public schools. His complete lack of information on the past history of public education, and his absolute indifference to the future of it, made you sure that his condemnation of its weaknesses would be staggering. It always was. Dutifully, in the wait until the ice cream (sherbet) has reached the proper stage of melting to be served, you outlined his talk.

You found it very annoying when the toastmaster (a peculiar breed of folk always present at banquets, conventions, and other funereal public meetings, who cannot be treated here except to say that the kindest treatment would be to bind and gag each in his hotel room before he gags you—and he inevitably will) announced that due to press of world affairs the third assistant secretary of the assistant secretary, "as you all know," was then in Iraq. No one did know, never having heard of him before or since, but it was a nice touch on the part of the toastmaster.

The gentleman continued: "We are lucky indeed to have a good friend of the third assistant secretary of the assistant secretary of war who is fourth assistant secretary of the assistant secretary of the Interior. Since the Office of Education was once part of the Interior Department, clearly this speaker must bring a wealth of experience to us tonight." This optimism swept like a wave in a tea-cup across the audience and they waited breathless (except for a man at the next table, doubtless at the wrong meeting, who came fortified and had quite a breath indeed) for the title of the address. It was, "Schools Do Not Teach the Reading of Writing As Well As the Reading of Reading, and What Is the Matter With Them Anyway?"

It was quite an address and was greeted, as teachers always greet castigating visitors, with tumultuous applause, which I always cynically attribute to relief and thanks that the whole thing is over.

This type of speaker is the "damn education" type. Public education is wrong on this, that, and everything. All public ills can be traced directly to the apathy and stupidity of the personnel of the public schools. On hearing him one cannot help but be convinced, at least, that we must be apathetic or somebody would and should begin heckling him in the midst of his drivel, and that we must be stupid, or we should never be paying such an incompetent good money for the balderdash he has to offer.

It is not that justifiable criticisms are represented, but somehow speakers seem to feel that a teachers' convention is a good place to be unjust and rude. Maybe the cause is the speaker's rankling from similar criticism in childhood from an old-fashioned teacher. Maybe this is a chance to get back at that "old Tartar" who taught the sixth grade.

There is another type of speaker who is, if anything, more obnoxious than the "damn education" type. This fellow usually is a retired superintendent who may, however, still be on duty. Generally he is tall, ascetic, with a sonorous voice, and has long, tapering hands which he runs dramatically through his silvered locks.

To this self-dramatist, we in education will build the new world, the new education, the new people. Through our great, and dear, and loving educators a new heaven and a new earth will be created. He soars higher and higher until at his peroration those who are left awake feel a little shaky at the rarefied point to which they have travelled with this wordy, if unworldly, gentleman. Whoever says that education should be a more effective social force than it is, undeniably is correct. But oratorical exhortations have no more effect

in making it so than does Sunday preaching in reforming a crooked banker.

There is another type of typical convention speaker: the scientist in education. His graphs, charts, figures, statistical analyses, are presented from a figure drooping with the weight of his research and with a voice that resembles the leisurely passage of a file across metal. What you can hear of his remarks leaves you well satisfied that you can hear no more.

Now that the war is over we have the "returning hero" to speak to us. This would be fine if he really were, but too often he is only "returning" and is, inescapably, a high ranking officer who, from his officer privileges perhaps, has picked up some strange ideas about what America really is or should be. Often he is an obvious imperialist, a chauvinist, and usually an advocate of huge military organizations as his quaint contribution to world peace.

One such speaker told his audience that the American G.I. was the world's worst soldier because he did not have the courage that comes from believing so strongly in something that he does not care whether he dies or not. The Japs had this courage, the officer went on to say, and added that clergymen and teachers of America were to blame for this lack of "spiritual courage."

Similar statements of bald, unprovable, prejudiced opinion are occurring frequently now, and are always stated as though they were revelations of proved fact.

Do you think anyone rose and told this esteemed worthy that maybe it was important to work together to make things more worth dying for, if such dying was necessary, or even that it might be worthwhile to work on possibilities of cooperative living where this willingness to die in battle would not be the *summum bonum* of society? You know that no one did. This is not the conduct approved at conventions.

Conventions are arranged, organized, planned, to kill all thinking, cooperative

or individual. Offhand I can think of no institution as anti-democratic as the traditional type of convention.

Can anyone do anything about it?

Must we always be attending uncoordinated groups run by self-perpetuating little bodies of officials? Is it inevitable that programs go smoothly according to schedule even if nothing of consequence is done? Is it educational that differences of opinion on current problems be kept from the rank and file? Must we so often listen to speakers whose shirts are considerably more stuffed than their minds are stuffed with ideas?

This article, of course, is unfair to conventions (some good may have come from some one of them somewhere). It is time to be a little unfair. Conventions have been that way to thousands of us for years. There are several wilted adjectives dangling from my other check now.

In review, we may say that regardless of conventions people return home and do as they have always done. Their work is no better and no worse. Sometimes, in all fairness, people are deeply stirred by the inspiration of the meetings they have attended. When they are, they rush home and form a committee. Such a committee is a miniature convention. That, of course, takes care of the inspiration.

In tune with our times I am having a sign made to read:

THIS CONVENTION UNFAIR
WE DEMAND:
SHORTER SPEECHES, LESS HOT AIR,
MORE CHANCE TO WORK

At your next convention you may catch a glimpse of me as I disappear into the patrol wagon. At any rate, tear gas outside is no worse than bombastic gas inside.

Want to join me?



Recently They Said:

Greet the Substitute!

I especially recall substituting at one east-side Cleveland high school. Upon entering the teachers' lunchroom, one teacher, noting I was new, beckoned to me as he pulled out a chair at the table. He introduced himself, the other teachers at the table, and then asked me my name and for whom I was substituting. Then I was included in the discussion at the table. When I left that table, just twenty minutes later, I felt as though I had known those people for years. They had put me at ease immediately. I later learned that hospitality toward substitutes was a standing practice insisted upon by the principal of that school. For that reason I always speak highly of that particular high school and am eager to return there.—ALVIN AMSTER in *The Business Education World*.

Physical-Education Time

Surveys have shown that the most common amount of time given to physical education in the schools is two periods a week. It is impossible to give children the proper program for the best

growth and development in this amount of time. To those who say that more time cannot be devoted to physical activities in the school program because of the pressure of so many other activities, the only true answer we can give is that we cannot assure the proper health, growth, and development, beyond question of doubt, if the time is reduced or limited.—LESLIE W. IRWIN in *Journal of Health and Physical Education*.

Reasons for Failure

In many schools it is the custom to ask teachers to turn in lists of failing pupils at the end of a semester, together with the reason why each pupil failed. Unless the present writer's experience is unusual, the reasons given will invariably show that the fault is the pupil's. Almost never will there be such statements as: lack of time to give individual help, inappropriateness of subject matter, improper guidance, or lack of teacher stimulation. No doubt such explanations would be too much to expect, yet in most cases of failure they would be nearer the root of the trouble.—LEONARD B. IRWIN in *The Social Studies*.

Teacher-Counselors

Fargo reports
after 5 years

vs. Homeroom Guidance

By

CLIFFORD P. FROEHLICH

Five years have passed since the reorganization of the guidance program in the Fargo, N.D., High School. After the first year of operation I wrote a somewhat glowing account of the new program. It was published in the January 1943 issue of *THE CLEARING HOUSE*, as an article entitled, "Fargo Selects and Trains Teachers for Individual Guidance." After losing touch with the program during nearly four years I spent in the Service, I was interested in knowing what aspects of the reorganized guidance program had stood the test of time. This brief article summarizes my findings.

The reorganized program replaced a loosely organized system of homerooms. In

bare outline it provided for twelve faculty committees to study and make recommendations. Each committee was responsible for a specific phase of the guidance service. Twelve classroom teachers were selected to serve as counselors, and each was assigned one hundred pupils, for whom he had full responsibility in guidance services. Each counselor's schedule was arranged so that he had one free period each day for guidance activities, in addition to the regular free period which is the prerogative of all teachers.

The program was headed by a part-time director of guidance who did no actual counseling, but who spent most of his time conducting an in-service training program. With this word of introduction, let us see how five years have changed the program.

Twelve standing committees were organized with the hope that eventually each would be chairmanned by one of the teacher-counselors. It was hoped that the counselor, by working with the classroom-teacher members of these committees, would maintain a close relationship between the faculty and the guidance service. But it was found that the regular classroom teachers were reluctant to devote the additional out-of-school time to such committee work. This fact may be as much a criticism of the way in which the committee time was utilized as of the classroom teachers.

The steering committee for the guidance program is now composed solely of teacher-counselors and the director of guidance. The dropping of the classroom-teacher committees has not been done without detriment to the total program. A comment

*EDITOR'S NOTE: Some light on a perplexing problem in guidance organization is offered in this article. The guidance program of Fargo, N.D., High School formerly was focused on the homeroom. About five years ago the homeroom plan was replaced by trained teacher-counselors, each of whom serves a hundred pupils. Mr. Froehlich has made a five-year follow-up study of the new program, and now feels that his article in the January 1943 issue of *THE CLEARING HOUSE* on the new plan may have been a bit too "glowing". Drawing upon the school's experience, Mr. Froehlich offers three compromise recommendations for a program that avoids the weaknesses of both plans. Now specialist in individual inventory and counseling techniques of the U. S. Office of Education, Mr. Froehlich is former director of guidance at Fargo.*

made by the teacher-counselors is that assistance to students in making minor adjustments is a responsibility which should be more frequently assumed by classroom teachers. One of the most damaging criticisms of the reorganized program seems to be that it could result in an apathetic attitude on the part of many teachers.

When the original teacher-counselors were selected, three criteria were set up. They were: (1) the ability to deal with pupils in a satisfactory manner; (2) an expressed interest in guidance work; and (3) background experience and educational preparation. Apparently these criteria are satisfactory, since only two counselors have been dropped in five years' time.

A measure of success of a guidance program is the use that is made of it by its clients. During the first year 70 per cent of the interviews were initiated by the counselors, fewer than 10 per cent were initiated by students, and the remainder by teachers, parents, and others. During the past year 50 per cent of the interviews were requested by pupils, 30 per cent were initiated by referral from classroom teachers, and fewer than 20 per cent by counselors. A casual survey by the State Supervisor of Occupational Information and Guidance indicates that the pupils are "very favorable" to the program.

The discarding of the homerooms and the adoption of the present plan of teacher-counselors was a drastic change. This centralizing of the guidance responsibilities in the hands of teacher-counselors was done in the belief that a more efficient program would result. It was felt that the homeroom program had broken down completely.

In reviewing the last five years of the Fargo program one cannot help but be impressed by the overwhelming evidence that there is some good in each of the plans. A counselor from the high school said, "I still believe the old homeroom had some advantages in an advisory capacity.

The group was smaller, we saw them more often, became acquainted with them." The principal of the high school stated, ". . . there seems to be a tendency toward inertia on the part of the faculty members, when they know, or at least feel, that special counselors should do all the work of guidance or counseling."

The director of guidance summarizes his views by saying, "The guidance program of today is probably more thorough on those matters with which it comes in actual contact. In spite of the fact that every available effort is made to contact every student, I still believe much is lost by having discarded all of the homeroom principles. For example, where a student now is being contacted maybe twice a year, he previously was made aware of his contact daily. Where now much of the responsibility of student decorum, social adjustment, and student activity is concentrated in the hands of the counselors, the majority of the teachers are definitely not aware of their responsibilities toward these factors. . . . Today they are far too prone to absolve themselves of these responsibilities and shift their obligations onto the counselors. . . .

"The present system is greatly impeded by lack of proper rapport, whereas in the homeroom system it was established before incidents requiring conferences came up. It is my opinion that neither by itself is perfect, but somewhere between the two lies the more perfect adjustment. Just to what extent each should be employed is not clear to me at present. What we have gained by one of the methods has been greatly lost by the adoption of the other. And it would seem that sooner or later an amiable adjustment between the two could be accomplished."

From these comments can we not draw three conclusions to assist other schools to avoid the weaknesses found in the Fargo program?

1. The ratio of one hundred pupils for each counselor is too high. It appears that

a load of not more than fifty pupils would enable a counselor to become well acquainted with his pupils.

2. The plan should not rely on individual interviews only. Arrangements should be made for the teacher-counselor to meet with his group from time to time for the discussion of problems related to the guidance program. In addition to saving time in the discussion of common problems, these group meetings would assist the counselor in establishing a working relationship with his counselees.

3. The responsibilities of the classroom teacher must be clearly defined. They can-

not be expected to do the work of counselors, but the present effectiveness of the teacher-counselors is decreased because their time is taken up with many petty referrals that are made by the various classroom teachers.

To summarize, the guidance program in the Fargo schools has increased in effectiveness in the five years since its reorganization. Effective counselors can be selected by the criteria used. The ideal program lies between the homeroom and teacher-counselor plans. The teacher-counselor plan appears to be flexible enough to overcome its weaknesses.



Work, Sing, and Eat: Intercultural Activities of Kalamazoo Teacher Group

Two years ago a group of teachers in Kalamazoo, Mich., met to plan . . . Our goal was first to become acquainted with people in minority groups. "Let's share food, music, and warm friendliness with the people we want to know, and when we've gained friendship and understanding we'll have something to build on." The group grew from 3 to 12.

We planned and sponsored a Hungarian dinner with the Hungarian-Americans of our community at their community house. We shared delicious Hungarian food—we sang together, our Hungarian friends matching every song with folk songs from the plains of Hungary.

Some weeks later over three hundred people, white and colored, sat down together and enjoyed a birthday dinner for Langston Hughes, sponsored by us, at the Douglas Community Center. In preparation we met often with our Negro friends in their homes and in ours. We sat around many a table drinking coffee and making plans. We got to know each other—eating together—planning together—sharing together.

There was an evening with Japanese-Americans living in Kalamazoo. They talked about life in relocation centers and about some of the problems which Japanese-Americans are facing on the west coast. There was an evening spent at a Jewish synagogue when a committee member read Ada Jackson's poem, "Behold the Jew."

As a result of these personal contacts with Hungarian, Negro, Jewish, and Japanese-Americans, one of our objects was accomplished—namely growth in social sensitivity, in social imagination, and in social knowledge. . . .

We discovered . . . that more and more teachers were becoming interculturally minded through personal contacts with people of cultures other than their own and were turning to us for information and help. That meant that we had to know our facts about intercultural education. We studied together, we read much material that was made available to us by our school administrators, we made use of consultants, we took tests. Our members planned and put on programs with their children and with resource people in the schools. We sponsored newsletters that carried to all interested teachers news items about intercultural education and suggested available materials.

We continued to work in the community—in programs in our Negro churches, panel discussions for PTA, leadership for small groups, sponsorship of dinners.

We find ourselves nearing the end of our second year's work with almost twice as many working members, and we are experiencing the joy of building better human relations in our school and community.
—DOROTHY SPAULDING in *Intercultural Education News*.

Beginning teachers should know their *Occupational HAZARDS*

By PENCIE FULTON

EACH YEAR teachers enter the teaching profession unprepared for the experiences which lie ahead. Though they may be graduates of teacher-training institutions they are bewildered, overwhelmed—too often completely defeated—by actual classroom situations for which their training has not prepared them. They are babes in the woods, little Red Riding Hoods on their way to Grandma's with never a word of warning about the big, bad wolves that are lurking along the way.

It is true they have studied psychology, but behavior characteristics considered in the academic setting of the lecture hall are quite different from the same characteristics manifested in the persons of 30 or more ill-assorted human specimens encountered in the classroom. Retarded pupils in textbooks never seem as retarded as they will appear later in the flesh. Beginning teachers have learned to make lesson plans, it is true, but no one has told them that there may be a wide divergence between the pupils' plans and theirs. They learn this on the job.

It is also on the job that they learn that teaching involves more than what goes on

during classroom sessions. Community relationships become an actuality and not a theory. Administrators and supervisors step out of the printed page and become PERSONS TO BE CONSIDERED. Even the classes met in student teaching are not necessarily typical of actual classroom situations. Or so many teachers have said. Small classes, ideal surroundings, a supervisor on call—teaching is rarely like this!

What are some of the hazards of which prospective teachers should be warned? If they are to escape disillusionment, they should be prepared to find that many pupils will seem entirely unconcerned about the state of their own mental deficiencies. The teacher is anxious to teach, but is the pupil even willing to learn? That's one of the questions.

Idealism is fine. Teachers must be idealistic, else they would never attempt to teach. But someone should see that beginning teachers are not shocked to find that all children's minds are not as lovely flowers, lifted to catch the gentle dew of wisdom which falls from the lips of the teacher. Why some children are uninterested in the teacher's efforts, even to the extent of becoming antagonistic, presents a problem which calls for a practical instead of a sentimental approach. It involves a study of the child, his home life, his environment, his physical condition, his interests, his deficiencies, his abilities. The teacher should know that his success as a teacher depends upon his ability to get this information and use it skillfully. A sense of personal injury because of a pupil's behavior is a handicap the teacher cannot afford.

EDITOR'S NOTE: "For a number of years," writes Miss Fulton, "I have observed teachers during their first teaching experience and have wondered why they were permitted to enter the profession with so little knowledge of the problems they would encounter. Hence this article." Miss Fulton writes frankly about those problems as she sees them, and not all readers are going to love her for it. She is principal of Woodrow Wilson Junior High School, Danville, Va.

And then the teacher should know about PROMINENT PATRONS. Some are much more prominent than others, and their sensitivity increases in proportion to their prominence. When their children do not receive public recognition, their souls are crushed. It is a personal affront when the leading role in the class play goes to a girl who does not belong to one of the FIRST FAMILIES. The teacher may lose his professional head through neglect of those small niceties of attention which mean so much to the daughter of the local boss. Of course, he may prefer to lose his professional head and keep his professional soul, but at least he should be prepared for sneak attacks.

Teachers should know that in many places the mere fact of teaching sets them apart as different. This is more often true in the case of women than it is for men. Not only must they conform to the mores of the community, but they must go them at least one better where the proprieties are involved. Not for them a casual cigarette over a coke at the corner drug store. Nor the gay chit-chat of others of their age. Their minds must be set on higher things. They are destined to lead worthwhile movements, to inspire the young—to be, in short, bores of the first degree upon whom youth looks with distaste and distrust.

Someone should paint for the prospective teacher a picture of what his actual working conditions may be. The details will obviously vary in different situations, but there are essentials which are basic.

Necessarily, there will be a classroom of some sort. Some are large; some are small. Some are well equipped, while some are not. But they all seem very much alike at four o'clock on a Friday afternoon. There's the chalk dust—the stale air—paper and peanuts on the floor—wads of gum in unexpected places—shades awry—initials carved on desks, goodness knows when, and spitballs on the wall, if you don't watch out!

There will be a janitor who comes in to repair a desk just as the climax of the story is reached. There will be strange and distracting movements in the hall. The noise from the shop will not harmonize with the sounds from the music room. The heating system will be temperamental. A fire drill will catch at least half of the boys in the showers.

Assembly period will be either too long or too short, depending upon one's attitude towards the next-period class. A notice will come around during a test. A dress rehearsal will be called in the midst of a review. Some one will lose a book and go wandering through all the rooms looking for it. The supervisor or principal will observe on the day everything goes wrong.

Which brings up another condition fraught with unpleasant possibilities. Every school has a principal, and principals are peculiar people. They do not always see eye-to-eye with the teacher. They can usually see at least two sides to every question and on occasion may agree with the pupil's point of view. They do not have a ready-made solution to every problem the teacher presents, but frequently offer underlying theoretical principles when what the teacher wants is a quick cure-all. They are not always enthusiastic towards suggestions of peculiar importance to the individual. Indeed, they may be entirely unimpressed by a request for a vacant period after lunch rather than during the first period or to a well-documented appeal for the transfer to other instructors of certain undesirable pupils.

They want reports in on time and correct in every detail. They do not like to find that mimeographed notices to the faculty have been filed but not read. They post notices which they like to have noticed. They expect teachers to enter enthusiastically into extra-class activities and to carry out school policies. They bring up the subject of professional ethics at embarrassing

moments and hold faculty meetings which interfere with social engagements. In short, they are peculiar people, and teachers should be prepared to bear with them as sympathetically as possible.

Women entering the teaching profession should understand that in many localities they are handicapped by their sex. They may have degrees from the best colleges and their work may be of superior quality. They may sponsor clubs, edit school papers, visit homes of their pupils, even sit with the superintendent's children while he and his wife step out at night. But the promotions and salary increases will go to the men on the faculty. That is only sound economic policy, illogically reasons the school board, which—logically enough—is composed of men.

Would teachers enter the profession if such facts were brought to their attention?

Probably some faint hearts would not, but teaching is not for such as they. The type of teachers the profession needs would not be frightened away. Furthermore, they would remain and work to remove the undesirable features of their profession instead of leaving, as many have done, in disappointment and disillusionment after only a brief period.

Prospective teachers should see the whole picture—the hazards compared with and overbalanced by the soul-satisfying possibilities which the teaching profession offers. It is only by weighing the advantages and disadvantages that a true understanding may be reached. It is only upon a foundation of understanding that teachers can unite to professionalize their profession, to rid it of objectionable features, and leave it free to meet its true opportunities and responsibilities.



Local Resources for 9th-Grade Social Studies

The average social-studies textbook written for the ninth grade is either encyclopedic, to catch everything in its net, or so general as to offer little vital content. The first-hand local institutions and variations that could provide stimulation must be left out of texts written for all states and communities. . . .

What social-studies program . . . is most suitable for the ninth grade? With local community study again receiving more attention, the time seems ripe for another attempt in the ninth grade to provide vital study of the local community with use of tangible and visible resources. Emphasis must be placed on the use of definite materials. The course cannot be built on a general civics textbook which seeks to suit every community in the nation. Local community study must be tailor-made for the region or area concerned. Moreover, it should not bring into the classroom many topics which make the home community seem strange and unfamiliar to the pupils. . . .

Among local resources, the drugstore, the supermarket, the cooperative enterprise, the department store, the warehouse, and the farmer's market introduce easily the principles of marketing and busi-

ness. The court house, the city hall, and all municipal functions are leads to a study of government. Churches, welfare agencies, and hospitals open social subjects. Toll bridges, highways, railroads, and airlines represent contacts with the outside world. Labor and industrial interests are centered in the local labor temple, the employment service, the factories, and the docks. The teacher's largest problem soon becomes one of organization and selection.

The following headings suggest a workable pattern:

1. A history of the local area: How did this community come to be?
2. Physical geography and people: What are the natural and human resources of the region?
3. Government: What are the parts to local government and how do they link up with the state and Nation?
4. Industries and jobs: What kinds of work are available in the community?
5. Social institutions: How is the community organized for better living?
6. Going forward: How will the community fare in the future?—ARDY H. JOHNSON in *Social Education*.

R

ETH

N
antid
delin
to do
in sm
for o
doneBe
scho
coal
servi
all thYe
reati
equi
ple,
them
terta
to t
teachW
two
itself
Penn
delp
enco
Ama
effecE
in t
First
pup
seri
poss
Wil
Pa.

Recreation Nights

Penn High School held pupil-parent meetings to discuss use of leisure

By

ETHEL ROGERS

Nearly everyone talks about recreation today, if only to recommend it as an antidote to that dread disease, "juvenile delinquency". But most of us are too busy to do much about it, or too much occupied in snatching a bit of legitimate relaxation for our tired selves when the school day is done.

Besides, even if we wanted to keep the school open in the evenings, there is the coal situation, also the question of janitor service, lights, and so on. Who is to pay for all these things, we ask?

Yet in many communities there are recreation facilities outside the school well equipped to meet the needs of young people, if the young people only knew about them—not to mention other sources of entertainment which are catering profitably to these same needs, in a manner their teachers and parents do not always approve.

Wouldn't it be possible to touch on these two problems without involving the school itself as a recreation agency? The William Penn High School for Girls, in Philadelphia, thought it would, and with the encouragement of the principal, Miss Amanda Streeper, the idea was put into effect.



EDITOR'S NOTE: *The meetings explained in this article used recreation in two ways. First, they offered an evening of fun for pupils and parents. And second, they dealt seriously with the community's recreational possibilities. Miss Rogers is a counselor in William Penn High School, Philadelphia, Pa.*

Plans were made last June for two meetings early in the fall, before the heating problem became so serious as to forestall the use of the school in the evening. Parents and girls were invited to the meetings by means of mimeographed sheets distributed through homerooms, followed up by notices in the daily school bulletin. Although similar meetings had been held in other years for the discussion of nutrition, vocational planning, and kindred subjects, a larger group was attracted for these two meetings on recreation than for any of the previous ones, possibly because of the popularity of the subject and the fact that the announced programs combined entertainment with serious discussion.

The first meeting was a "Family Fun Night," an evening of games, folk-dancing, and community singing, and was held in the school gymnasium. Trained recreation workers from organizations in the community took charge of the different phases of the program, under the supervision of the head of the department of physical education in the school. Intervals between the events were devoted to announcements. Representatives of about six agencies dealing with youth were allotted a few minutes each in which to describe their fall programs and invite the girls to attend their activities or join their clubs.

The girls helped to decorate the gym with banners and flags loaned by the Playground Association. Chairs were arranged to fill one end of the gym floor.

Girls met the guests as they entered and escorted them to tables placed around the walls, where they tossed balls through a

clown's mouth (painted on cloth), pennies on paper plates, rubber balls into scrap baskets, and clothespins into milk bottles. These features were provided by a secretary of the Young Women's Christian Association, aided by a club of girls in the school for which she had been the leader.

Next a circle was formed for folk-dancing, led by a teacher from the International Institute. Pupils, joined by parents or members of the faculty who felt young and agile enough, were soon in the groove, doing the steps of Dunkirk, Kolo, and Bingo. When the dancers ran out of breath they were invited to take seats while the various community leaders were introduced and made their announcements. Refreshments—lollipop and pretzels—were passed by the girls at this time.

Group singing, skillfully conducted by a Girl Reserve secretary, brought the evening to a close.

Two weeks later the second meeting, announced under the title, "The Family Goes to the Movies", proved as great an attraction, and induced some wholesome thinking on one of the most popular amusements patronized by young people today.

How often do our high-school girls attend the movies? Do their parents ever go with them? What is their criterion of a good or a bad movie? How does this type of recreation compare with other kinds?

These topics were taken up in senior classes by two English teachers who had

accepted the joint chairmanship of the program. The answers were tabulated and discussed in class, the girls who contributed most to the discussion being chosen to take part in a Student Panel on the evening of the meeting.

After learning the number of hours and the amount of money spent by the average pupil on movie-going, the girls decided that both were excessive. At least one girl said at the meeting that she had been led through the discussion to take up a different form of recreation, offering more chance of self-expression. The pupils' intelligent comments on standards of excellence in films proved quite impressive to a movie critic from a local newspaper, who had consented to act as the speaker of the evening.

Music classes from the school presented songs chosen from well known pictures, such as "Going My Way", "Rhapsody in Blue", "Snow White", and "Song of Bernadette". These appealed to the audience, as they offered music with which the group was familiar, yet were novel in such a setting.

A short film showing scenes in France was thrown on a screen as a finale. As the audience filed out of the room people paused to glance at wall posters, which had been loaned by the office of a large moving picture company.

These two meetings at least created an entente with recreation, upon which teachers and counselors may build in their work with groups and individuals.



Parents' Dilemma

By DOROTHY C. DIXON

With learned tome of best psychology,
They set about to rear their progeny.
Alas! Alack! In vain they search and look....
The rules their children break aren't in the book!

SCHOOL NEWS DIGEST

Edited by THE STAFF

TRAINING FILMS: More than 500 training films and film strips were released the past summer by the Navy Department for use by schools, civic groups, and manufacturers. This group of films was selected by educators from almost 4,000 films produced by the Navy during World War II, as being "technically accurate, professionally produced, and educationally sound." More of the films will be released for educational use when "security measures" no longer withhold them. Included in the subjects of the Navy films and film strips now available are: aviation, machine-shop work, office practices, sciences, nursing, safety and first aid, shipbuilding, and engineering. The U. S. Office of Education "will have cognizance of distribution" (whatever that means). Anyway, you can address inquiries about the films to the U. S. Office of Education, Washington 25, D.C.

BAGLEY: Dr. William C. Bagley, editor of *School and Society*, died in July 1946 at the age of 72. Dr. Bagley, former professor of education at Teachers College, was a leader of the conservative, or "essentialist" wing in education, and a ceaseless critic of progressive education.

BOOK CLUB: The Teen-Age Book Club, under the direction of Martha Huddleston of Pocket Books, Inc., New York, N.Y., begins operations with the opening of the school year this September. The project was organized to help teachers and librarians to stimulate non-required reading among high-school pupils. Although the Club will be operated through the schools, purchases for curricular use are not a part of the program. The idea is to "induce teen-agers to read, love, and accumulate good books." Books distributed will be regular Pocket Book editions, selected by a committee of well-known high-school English teachers and librarians, under the chairmanship of Dr. Max J. Herzberg, a former president of the National Council of Teachers of English. The committee uses advisory panels of young people, who vote for their favorites from a list of recommended titles. Club members are not obligated to buy an specific number of books. At the end of each semester members receive a free book for every four bought during the previous four months. The five titles offered each month will "present variety ranging from the world's finest literature to the best mystery and adventure stories."

INTERCULTURAL: Annotated lists of pamphlets and books on intercultural education, arranged by topics, are presented in *Publications on Intercultural Education*, a free bibliography offered by the Bureau for Intercultural Education, 1697 Broadway, New York 19, N.Y. Books published in the first half of 1946 are included.

RAID: Portland, Ore., early in 1946, planned to take steps to reduce its own teacher-shortage problems, according to an editorial by B. B. Cobb in the May issue of *The Texas Outlook*, state educational journal: "This effort takes the very practical form of setting up an attractive salary schedule and of sending the superintendent of Portland's public schools into other cities of the country to bid for the services of the superior teachers in those cities." Mr. Cobb announced that Portland's superintendent, Willard B. Spalding, planned to visit the larger cities of Texas, interview teachers, and offer jobs in Portland to the best ones he could find in the State. (Texas ranks 33rd among the states in average salary paid to teachers.—Ed.) Mr. Cobb doesn't blame Superintendent Spalding for seeking the best teachers he can find, nor teachers for responding to an offer of higher salaries. He merely concludes: "To have a school superintendent from another state come into Texas to interview teachers and to compete for their services is to most of us a novel experience. It should give us real concern for the tomorrow of our own commonwealth."

REBUFF DAR: In June the two highest-ranking seniors of Seward Park High School, New York City, refused medals which were to be presented to them by the Daughters of the American Revolution, states the *New York Post*. The girls explained their rebuff of the DAR as a protest against that organization's intolerance. This department has reported some of the previous cases where high-school students and high schools have refused to accept honors from the DAR, or to compete for such honors, on the grounds that the organization is "prejudiced and bigoted."

INITIATIVE: The past spring the California Teachers Association sponsored an initiative for a Constitutional Amendment to be voted upon in the general election in November 1946—"in many ways the most important educational proposal ever to

(Continued on page 62)



EDITORIAL



Crusade for November

HERE IS a fascinating yet tragic little story that I enjoy telling at election time. It concerns a practical joker in one of our Northwestern states who entered the name of his pet jackass in the primary elections.

You guessed it! As the result of a little activity on the part of the jester, together with the lethargy of the voting public, said jackass was actually and officially nominated to public office!

When we remember that the median of school years completed for all residents of the United States who are 25 years of age and over is even now only 8.4 years—and when we reflect a moment on the indifference and the inertia within all of us to anything more remote than a vitally personal problem—we are inclined to laugh off such telling weaknesses of American democracy as being very natural, and therefore inevitable.

But when we recall Thomas Jefferson's immortal concern for a vigorous public education as the very foundation for the democracy that he envisioned so grandly and loved so well, and when we appreciate anew our own roles as part and parcel of the very medium from which spring the roots and the trunk of our present-day American democracy, the smile dies on our lips, still-born.

Teachers, administrators, and schools are effective only to the degree to which they improve the community they serve. Because we are educators, and because education is the soil of democracy, we are all of us (and not only the social studies teacher) particularly and personally responsible for the success or the failure of our American democracy in the decisive days of the present and

immediate future. We may justly expect the teacher of social studies to explain the issues of every election, national or local, that affects our separate communities; but only we ourselves can cast our own precious ballots.

According to an excerpt in the May, 1945, issue of *THE CLEARING HOUSE*, only 63% of the high-school teachers of the El Paso, Tex., public schools were registered to vote in the November, 1944, presidential elections. And in all probability the El Paso picture is fairly typical for teachers all over the country. In spite of our low salaries, of the clerical aspects of our jobs, and of the lag of educational practice behind educational theory, the fact remains that we educators are still "looked up to" in the mind of the average citizen of the communities in which we work. The best sermons ever preached are actions which are examples. The least that we teachers can do to further the cause of democracy is to have a solid 100% turnout among our own membership for registering, for voting in the primaries, and for voting in the final elections of our United States.

According to our last census, there were nearly 84 million people living in the United States who were 21 years of age and over at the time of the precedent-shattering presidential election of 1940. A total of 49,815,312 people (approximately 60% of those eligible) actually cast their votes that year. That this was justly considered to be an unusually high turnout is evident from the fact that in 1942—a non-presidential election year—only about 28,000,000 (or approximately 33% of the qualified voters) actually voted.

It would be an ironic and a national dis-

grace for all the world to witness if our non-presidential elections of November, 1946, were similarly to see a turnout of only 33% of the electorate, as contrasted with the approximately 55% which turned out for the more "glamorous" presidential election of 1944.

It is a disgrace to our profession, and to us as citizens and leaders of our communities, that our advantage of approximately 7 to 8 years more of education beyond that of the average American resulted, in 1944, in our having—according to the El Paso figure of 63%—only an 8% greater sense of responsibility for the furtherance of the democratic system than has the American electorate.

Within our profession especially, we should be able to point consistently to a national and to local records of a full 100% participation in this most basic of democratic processes. For each and every educator to vote without fail should be one of our ways of furthering the democratic system which twice within one generation

has been paid for so excruciatingly by that "average American."

To the argument that any individual's vote is inconsequential, there is not only the answer that our teacher votes set examples, but there is the famous presidential election of 1884 in which if only 575 voters in New York State had voted differently than they did, then James G. Blaine and not Grover Cleveland would have moved into the White House as the chief executive of our land for a four-year term. It is also a fact that in countless local elections the difference of merely a few votes has been known to determine their outcomes.

The teachers of our country, through exhortation AND EXAMPLE, should take the lead in a nation-wide crusade for getting out the very highest percentage possible of the American electorate in ALL of our elections. The elections of this fall provide a mighty fine time for us to begin!

CARLOS DE ZAFRA, JR.
Marshall High School,
Rochester, N.Y.



Screwball High School Shows a Film

We are visiting a high school in some West Virginia location.

The principal has invited us to see a film being shown to students, so we find a seat in the auditorium.

The picture, he tells us, is *Plastics and Conservation*, in color, and best of all, obtained free from Motors Plastics Materials, Inc.

Booked ostensibly for the class in general science, which, by the way, currently is studying the solar system, the film is such a good one, the principal explains, that all teachers who wish may bring their group to see it. "It's so good," he said, "they all can get something from it. I haven't seen it, but the company really was enthusiastic about it in the letter I got."

The auditorium fills rapidly. After all, it is Monday and any teacher knows how a weekend is not conducive to preparation.

Some boys pull down the blinds, while in the

rear another student threads a projector. It is uncomfortably warm inside. Some numbers flash on the screen, then finally a title, and over-loud music blasts the room. The picture is focused with effort and an attempt is made to center it on the screen. Light escaping under the blinds washes out the picture and still the narrator can be only half understood.

"That was a good picture," asserts Principal X, as we leave, and we nod a not too honest assent.

Of course this "visit" is purely imaginary and there is no Motors Plastics Materials, Inc., nor a film called *Plastics and Conservation*. Perhaps no high school reaches this low point of skill in presenting a motion picture. But the illustration gives example to the badly used educational film which many pedants regard as a panacea, to provide magic education with no effort or method on the part of the educator.—GRAY BARKER in *West Virginia School Journal*.

"The ideas and real thinking of this age are recorded, to a large extent, not in books but in pamphlets . . ."—Archibald MacLeish.

★ "Public Affairs Pamphlets grapple with problems as they emerge, and furnish us in brief space authoritative treatments . . ."—Philip W. L. Cox.

Enrich your 1946-47 course of study with

PUBLIC AFFAIRS PAMPHLETS

Look at the copyright dates on the social-studies textbooks you will use this fall. A lot has happened in the world since most of them were published. New facts have emerged—new developments have occurred. Then think how many monthly *Public Affairs Pamphlets* have been written and issued since your textbooks first appeared. Written by authorities, these timely pamphlets draw upon millions of dollars of research—and present the facts in everyday words, with lively drawings and meaningful charts. No wonder teachers all over the nation use *Public Affairs Pamphlets* as inexpensive supplements to their textbooks! Plan now your use of these pamphlets in courses for the coming school year. Order the next 12 monthly issues for \$1, and ask for our list of current titles and school rates. Single copies, 10 cents each.

★ CURRENT ISSUES

- 73. *After the War?*
- 96. *Houses for Tomorrow*
- 99. *What Foreign Trade Means to You*
- 105. *There Can Be Jobs for All*
- 114. *Wings Over America*
- 117. *Your Stake in Collective Bargaining*
- 121. *Radio Is Yours*

★ GOVERNMENT

- 43. *Safeguarding Our Civil Liberties*
- 90. *The American Way—Business Freedom or Government Control*
- 116. *For a Stronger Congress*
- 119. *Should the Government Support Science?*

★ HUMAN RELATIONS

- 85. *Races of Mankind*
- 91. *What About Our Japanese Americans?*
- 95. *The Negro in America*
- 111. *The Refugees Are Now Americans*
- 113. *Building Your Marriage*
- 115. *What Shall We Do about Immigration?*
- 118. *Alcoholism Is a Sickness*
- 120. *Toward Mental Health*

★ YOUTH, EDUCATION

- 26. *How Good Are Our Colleges?*
- 108. *Youth and Your Community*
- 112. *We Can Have Better Schools*

YOUR ORDER FORM

- Please enter my subscription and bill me for the next 12 issues for \$1.
 Please send me your free listing of all titles and your special school quantity rates.

PUBLIC AFFAIRS COMMITTEE, INC.
22 East 38th Street, New York 16, N.Y.

In writing advertisers please mention CLEARING HOUSE

BOOK REVIEWS

JOHN CARR DUFF and EARL R. GABLER, *Review Editors*

High Schools for Tomorrow, by DAN STILES.
New York: Harper & Brothers, 1946. 212
pages, \$2.50.

Open letter to Dan Stiles,
Westbury, Connecticut

Dear Mr. Stiles:

You are a layman, not a teacher—you left the classroom, resigned your position as a teacher because you couldn't endure the futility of being a part of the kind of a program that was getting nowhere. You left teaching and became a writer. More recently, you became a lecturer. You have written *High Schools for Tomorrow* to express your own reactions after visiting about a thousand high schools in thirty states.

You wrote this book, I assume, without authorization from any association of educators and without any grant-in-aid from any foundation. You wrote it yourself, not as a member of a commission. You made no scientific study of high-school practices.

You are not a specialist in educational research and do not even hold a doctor's degree in education.

But, Mr. Stiles, you have written a book that is, for my money, more important as a contribution to education than any half-dozen doctoral theses completed this year. Your contribution is not academic, is not scholastic. You lay it on the line. In your analysis of high school practices you have hit the nail right on the thumb. But this is not a cranky, critical, gloomy indictment against our high schools. It is something written with one foot on the ground and one in the future. It is friendly. It is exciting.

It is a book I'd have every student of education read, the more especially because it is not a textbook. And if I had a million dollars to spend, I'd give at least a hundred thousand to put copies of this book of yours into the hands of enlightened citizens of a thousand communities. For a grand job, I thank you; THE CLEARING HOUSE thanks you; and my grandchildren, who may attend better high schools because of your faith in the American high

Schorling and Clark

pioneered in producing textbooks that emphasize meanings, that teach students to generalize, to reason.

MATHEMATICS IN LIFE BASIC COURSE

gives an enlarged and meaningful experience with the basic mathematical concepts for the general student.

Developments are concrete, amplified.

Explanations are simple, easily understood.

In conformity with the check list of essentials as recently stated by the Commission on Post-War Plans of the National Council of Teachers of Mathematics.

World Book Company

Yonkers-on-Hudson 5, New York

2126 Prairie Avenue, Chicago 16

In writing advertisers please mention CLEARING HOUSE

New and Forthcoming

McGRAW-HILL

HIGH SCHOOL TEXTS

So You Were Elected!—

Bailard and McKown

An appealingly written book on all phases of student leadership, including executive and social activities.

Chemistry for Our Times—

Weaver and Foster

A new, vividly interesting basic text, stressing scientific principles, consumer approach and everyday life chemistry.

Automotive Mechanics—Crouse

Covers all phases, with specific material on trouble-shooting. Exploded views of components. Step-by-step approach.

Workbook in Mechanical Drawing

—Coover

A *functional* text, emphasizing projects and problems of general interest. Geared to the needs of beginners.

Write for further information

McGRAW-HILL BOOK CO., Inc.

330 W. 42nd St. New York 18, N.Y.

school and your clear delineation of how it can lift itself up.

J.C.D.

Now You're Talking—but How Do You Talk? by HARRISON M. KARR. Glendale 4, Calif.: Griffin-Patterson Co., 1946. 136 pages, \$1.50.

Now You're Talking is a compact, ready reference for improving personality through proper speech ability. There are helpful suggestions for every occasion from ordinary conversation to public address. The book is written in a terse, concise, easily understandable style, and offers explicit examples. Eleven clever drawings by Lorita Cleaver accompany the text.

Dr. Karr is the author of two other books, *Your Speaking Voice* and *Stage Fright and What to Do About It*. He is Assistant Professor of Public Speaking and Assistant Director of Relations with Schools, University of California, Los Angeles.—W. N. VIOLA, Senior High School, Pontiac, Mich.

Developing the Secondary School Curriculum, by J. PAUL LEONARD. New York: Rinehart & Co., Inc., 1946. 560 pages, \$3.50.

There ought to be a law requiring that every book contain a statement of the author's intentions. The preface is a logical place for such a statement, but few books contain a declaration of purpose as clear as Professor Leonard's. He offers as a premise that greater unity among subjects must be secured if the high school is to discharge its function to society, and that the emphasis formerly placed upon a few subject disciplines must be replaced by a new orientation approximating modern social and political conditions. He addresses this volume to the educational worker who must become a student of social life and of recent studies on the development of individuals:

"I have sought in this book to bring out the relation between the program of the secondary school and the social problems of each major period in our history, to trace the significant changes in the curriculum, and to point out the deficiencies of the secondary school in its attempt to educate modern youth with traditional curricula. The various philosophical and psychological theories are also reviewed, as well as the practices which developed from each. The recent movements for community education and for work experience, and the changes in the secondary school during the war period are discussed in terms of their effect on the secondary-school curricula."

"The major purpose of the book, however, is to assist students in institutions for teacher education

can lift
J.C.D.

o You
dale 4.
6. 136

ference
speech
very oc-
address
under-
Eleven
any the

s, Your
to Do
Speaks-
Schools,
. VIOLA,

curricu-
York:
pages,

ry book
as. The
nt, but
as clear
se that
if the
society,
a few
a new
politi-
the edu-
f social
ent of

ut the
ndary
period
in the
of the
modern
philoso-
so re-
developed
munity
changes
od are
ndary-

, is to
cation

This way young people do much more reading
... and like it!

A NEW PLAN to encourage teen-age reading!



TEACHERS HAVE ASKED FOR IT!

TEACHERS HAVE HELPED WORK IT OUT!

SELECTION COMMITTEE

MAX J. HERZBERG, Chairman.
Past Pres., Natl. Council of Teachers
of English; Past Pres., N. J. Assn.
of Secondary-School Principals.

RICHARD J. HURLEY, President,
Catholic Library Assn.; Divisional
Librarian in Education, Asst. Prof.
of Secondary Edu., Univ. of Neb.

MARK A. NEVILLE, Chairman,
English Dept., John Burroughs
School, St. Louis, Mo.; Chairman,
Comm. on Book Lists for Junior
and Senior High Schools, Natl.
Council of Teachers of English.

E. LOUISE NOYES, Head of Eng-
lish Dept., Santa Barbara H. S.,
Santa Barbara, Cal.

MARGARET SCOGGIN, Librarian,
Nathan Straus Br., N.Y. Pub. Lib.

1. IT'S NEW. The only plan made for teachers, with the help of teachers, to encourage the reading and owning of good books among teen-agers.

2. IT'S AUTHORITATIVE. The Title Selection Committee is composed of persons prominent in education and in library work. See list at left.

3. IT'S EASY TO OPERATE. A few minutes of your time each month will help your students acquire regularly a worth-while group of titles. Students themselves can get valuable business experience in handling the details for you.

4. IT'S LOW PRICED. Books are only 25 cents each, and in addition students receive free book dividends.



THE TEEN AGE BOOK CLUB

Sponsored by *Pocket Books, Inc.*

1230 Avenue of the Americas, New York 20, N. Y.

Department 19
Teen Age Book Club
1230 Avenue of the Americas
New York 20, N. Y.

Please send, without obligation, complete details about Teen Age Book Club, and a free sample of one of the books.

NAME.....

SCHOOL.....

ADDRESS.....

CITY..... STATE.....

MAIL THIS
COUPON TODAY!

In writing advertisers please mention CLEARING HOUSE

"IMMEDIATELY HELPFUL"

Directions, Practice Materials, Tests and Retests on

How to:

- Use Parliamentary Procedure:** The order of business at a meeting; how questions are decided at a meeting; how minutes are written. The basic parliamentary facts for classroom use.
- Understand Social-Studies Reading:** Methods of reading accurately and purposefully. How to retain the important points in reading matter.
- Use an Encyclopedia:** What encyclopedias contain; how to locate a topic in them; how to select information to remember; different kinds of encyclopedias.
- Make an Honest Report:** Why we mustn't use copyrighted material in our reports without crediting the source; using direct quotations; using borrowed ideas; how to write credit lines and prepare bibliographies.
- Use a Dictionary:** How dictionaries differ; kinds of information they contain; learning pronunciation marks.
- Use a Map:** Reading a map; kinds of maps; scales of distances; physical features; political features.
- Use an Atlas:** How to locate places on atlas maps; importance of index; pronunciation; other information in atlases.
- Do Committee Work:** Working together in committees; avoiding disturbances; tolerance; committee assignments; sharing the work.
- Take Part in a Social-Studies Discussion:** Cooperative venture in thinking; connecting with statements of others; agreeing with others; disagreeing.
- Use the Library Card Catalogue:** How cards are filed; cross-indexing; using call numbers; selecting likely books; locating books on shelves.
- Use an Index:** Importance of book indices; hunting topics under various headings.
- Use the World Almanac:** 900 pages of facts; how to locate needed facts; hunting through the index.
- Locate References on a Topic:** Ways of finding references in the library; card catalogue; encyclopedias; clipping files, etc.; compiling a bibliography.
- Read Simple Graphs:** Purpose of a graph; kinds of graphs; understanding graphs; getting facts from graphs.
- Read Pictorial Graphs and Maps:** Facts dramatized; pictorial symbols; headings and keys; getting facts from pictorial graphs and maps.
- Read Percentages, Estimates, and Figures:** Difference between accurate figures and estimates; reliability of source; understanding large figures; drawing right conclusions from percentages.
- Outline Social-Studies Material:** The patterns for diagramming material; numerical-alphabet keys; topics and sub-topics; how to organize ideas.
- Prepare a Good Report:** Listing topics to cover; striking ways of presenting the subject; locating references; taking notes.
- Give an Oral Report:** 12 suggestions on giving a good oral report; how to rate oral reports.
- Make a Written Report:** 9 suggestions on writing a good report.

From review by Hodgkins
in *Social Education*:

"SOCIAL-STUDIES SKILLS might be introduced in almost any social-studies course. . . . The content of the exercises seems generally well chosen, and the breezy introductory paragraphs of each unit, enlivened by sketches . . . should be intriguing to pupils. . . . A wide use of SOCIAL-STUDIES SKILLS would advance the social-studies' contribution (to skills teaching) in addition to being immediately helpful to the pupils in whose hands the book is placed."

SOCIAL-STUDIES SKILLS

With Individual Self-Testing Key
By FORREST E. LONG and HELEN HALTER

Order an approval copy by postcard. Just jot on a postcard: "Please send a copy of SOCIAL-STUDIES SKILLS and Key for 30-day free examination." Teachers find a personal copy immediately helpful, useful day by day, until a classroom set can be ordered. (And a classroom set is too inexpensive to struggle along without—30 copies are only \$27, 40 copies, \$36!) Send the postcard today!

30-day approval—List price \$1.50

Net professional price, with key, \$1.20

4-29 copies, including keys, \$1.05 each, net

30 or more copies, 90¢ net each, keys 5¢ each

INOR Publishing Co.
207 Fourth Ave., New York 3

In writing advertisers please mention CLEARING HOUSE

and teachers and administrators in school systems who want to study the ways of reorganizing the curriculum of the secondary school. The book provides suggestions and illustrations for those who wish to cut across existing subject boundaries. Although I believe that the second procedure is the one necessary to meet the present need, I realize the difficulty in the average high school of making the full move in this direction at one time."

The author has a sense of history, a sense of the organic nature of our social institutions and of the factors that affect their development. In a logical and scholarly manner which is, however, readable and dramatically interesting, he writes the "biography" of the high-school curriculum, from its antecedents to its present status, and he provides a full treatment of the influences that are shaping curriculum practices now. The volume is a distinguished contribution to the literature on curriculum development and will be useful to both students of education and to teachers and administrators who have the primary responsibility for directing the improvement of secondary curriculums.

J.C.D.

Dictionary of Education, edited by CARTER V. GOOD. New York: McGraw-Hill Book Co. 1945. 495 pages, \$4.

Members of the teaching profession are greatly

indebted to the editor and his many co-workers for this worthy initial contribution to the definition of educational terms. The science of education has long been in need of greater clarification of its terminology.

Approximately 20,000 definitions were prepared by more than 100 coordinators or specialists and their numerous assistants. Some 100 reviewing committees evaluated the definitions in particular areas. The editor and his staff collated criticisms and checked with the original authors. The volume provides definitions for approximately 16,000 terms, including several definitions for many terms having special usages.

Recognition is given to the encouragement and support provided for this project by Phi Delta Kappa, the American Council on Education, the American Educational Research Association, and the University of Cincinnati.

The splendid cooperation evidenced in this huge project stays any tendency to serious criticism. The editor is more aware than reviewers of unfortunate omissions of terms and of inaccurate listings of synonyms, e.g., teacher training and teacher education.

Here is a "must" for every teacher-education institution, library, for every school system's professional library, and for every research worker and writer in education.—F. C. BORGESON, New York University.

Porter Sargent Books

BETWEEN TWO WARS

The Failure of Education, 1920-1940

608 pages, black morocco cloth, \$5.00

"An encyclopaedia of facts," Charles A. Ellwood, Duke U. "A stupendous and devastating critique of American education," Ernest Hooton, Harvard. "Rousing statements have behind them an immense amount of research," E. A. Ross, U. of Wis. "A solar book radiating common sense on a world doped on humbug," Maj.-Gen. J. F. C. Fuller, England.

THE CONTINUING BATTLE For the Control of the Mind of Youth

168 pages, red silk cloth, \$1.50

"An admirable presentation of the current educational system," Benjamin Fine, N.Y. Times. "Keeps me up at night following the shooting stars and wondering what is to come next," Charles Beard. "Should be required reading for every college president and teacher," S. Ralph Harlow, Smith.

Circulars and Table of Contents on Request

PORTER SARGENT

11 Beacon Street, Boston 8, Mass.

STANDARD TESTS

For Junior and Senior High Schools
and Colleges

Acorn National Aptitude Tests

Academic Aptitude Tests (Verbal)

To indicate aptitude for professional work such as law, medicine, teaching, etc.

Academic Aptitude Tests (Non-Verbal)

To indicate aptitude for engineering, architecture, chemistry, etc.

Mechanical Aptitude Tests

To indicate fitness for skilled trades.

Clerical Aptitude Tests

To indicate fitness for clerical work.

Inventory of Vocational Interests

Indicates clearly major and minor occupational interests.

Specimen Set of 5 Aptitude Tests—\$2.00

Specimen, any Aptitude Test—50¢

National Achievement Tests

Test for High School Entrants; Social Studies, 7-9; American Hist.-Govt.-Problems of Democracy, 9-12 & College; Health Education Test, 7-12 & College; General Science, 7-9; General Mathematics, 7-9; English, 7-12; College English; Literature, 7-12; High School Reading, 7-12; Spelling, 7-9 & 10-12; Vocabulary, 7-12.

Specimen Set High School Tests—\$1.00

Specimen any Achievement Test—15¢, and Battery Test—25¢

Specimen Set Elementary School Tests—\$1.00

New Tests in preparation in Health, 3-8 & 3-6; Business Aptitude; World History; Biology; Chemistry & Physics.

ACORN PUBLISHING CO.

Rockville Centre, N.Y.

In writing advertisers please mention CLEARING HOUSE

NOTE: When you select this mathematics drill book for Fall 1946 use, you can rely on prompt shipment of quantities ordered.

For mastery of fundamental arithmetic processes:

Boyce-Beatty DRILL UNIT

Now when critics of the schools are asking for graduates with a thorough mastery of fundamental arithmetic processes, you can make good use of this more scientific drill book for grades 7 to 12—on any level where drill is required.

7 points of superiority

The Boyce-Beatty DRILL UNIT is a more efficiently organized drill book with 7 points of superiority over the typical drill workbooks now available. Its supplementary exercises give more fresh drills than are in competing books. It has improved remedial charts copyrighted by the authors. On each process, the DRILL UNIT is self-explanatory. Its inventory tests give quicker diagnosis. Emphasis throughout is on accuracy above speed. New abilities are covered. And the clothbound DRILL UNIT will outlast many destructible work books.

Real economy!

Paperbound workbooks must be ordered for each pupil, every semester. But one classroom set of the Boyce-Beatty DRILL UNIT can be used in a different class each hour, semester after semester, for years! If you know how much you have spent for destructible arithmetic-workbooks for grades 7 to 12 during the past 3 years, you'll have a comparison. A set of 30 DRILL UNITS costs only \$20.40, net!

Net price, 68¢—30-day approval

**INOR Publishing
Company**
207 Fourth Ave., New York 3

Farmers of the World: The Development of Agricultural Extension, edited by E. DE S. BRUNNER, I. T. SANDERS, and DOUGLASS ENSMINGER. New York: Columbia University Press, 1945. 208 pages, \$2.50.

Fifteen social-science practitioners have collaborated to expound the processes and effects of rural educational work among peoples in many parts of the world. Each author has been an active participant in the program he explains.

Following an introduction explaining the character of "Extension" work, sequential groups of chapters deal with Non-literate Societies, Peasant Societies, and Euro-American Society. A final chapter discusses "The Role of Extension in World Reconstruction".

A careful reading of this significant volume should provide a much needed corrective for school-centered "educators" who complacently conform to the teaching of subject matter to socially inert children, youths, and adults. The success of extension work has been due in large degree to its character as a social process. The desires and values of the participants are stimulated and engaged in the varied projects.

Education that begets changes in outlooks and practices, influence and interact with other aspects of the social economy so that the results are cumulative. Usages and prestiges become dynamic, and the expert's success is measured by the degree that his role becomes that of consultant for rural self-selected leaders.

Schoolmen must learn or they cannot for long teach anything of significance. This volume presents a wealth of analogies for us to utilize.

Adult Adjustment, by MORSE A. CARTWRIGHT and GLEN BURCH. New York: Institute of Adult Education, Teachers College, Columbia University, 1945. 82 pages, \$1.50.

Amid the many dramatic challenges that face civic and educational leaders in these post-war days, none is more immediate and more baffling than that of adult adjustments to community and economic realities. In the little book prepared by Cartwright and Burch, *Adult Adjustment*, primary attention is directed to the facilities to be offered men and women of the armed services and to displaced war workers returning to post-war civilian life. It is addressed to communities to encourage and guide them in organizing existing facilities and in providing new ones to serve these young and

older adults as they seek satisfying roles in the economic, civic, and cultural life of the community.

Specifically, the authors propose an adjustment service operating in a center with counselors and proper equipment, techniques and instruments. Recommended forms, interview procedures, tests and their uses, and the library are explained and detailed specifically in the Appendix.

Children's Questions and Their Implications for Planning the Curriculum, by EMILY V. BAKER. New York: Bureau of Publications, Teachers College, Columbia University, 1945. 172 pages, \$2.35.

While the dissertation of Dr. Baker concerns itself primarily with the questions asked by elementary school children, her methods and findings are of great importance for secondary-school teachers and curriculum makers. Both the somewhat irrelevant activity of asking questions merely to make conversation and the inclination to satisfy "mind hunger" through questioning are characteristic of many human beings, from the pre-speech stage to senility.

Building on the work of her predecessors, the author gained the cooperation of classroom teachers and their pupils in order to gather significant questions. The 9,280 questions asked by 1,402 children are classified and interpreted by subject areas and guidance. Social studies accounted for half the questions; biological sciences a quarter; physical sciences a sixth. The distributions according to locality, sex, and age of the questioners lead to some interesting questions about social taboos, teacher adequacy, and curriculum organization.

Requirements for Certification of Teachers and Administrators for Elementary Schools, Secondary Schools, and Junior Colleges (10th Ed.), compiled by R. C. WOELLNER and M. AURILLA Wood. Chicago: University of Chicago, 1945. 60 pages, \$2.

For everyone who would counsel or teach prospective public-school teachers and administrators the current edition of *Requirements for Certification* is almost invaluable. Its sponsorship assures its accuracy. For most purposes it replaces a shelf-full of state bulletins and regional association standards. For urban institutions of higher education it must be supplemented by city school system regulations affecting the licensing and appointment of teachers. And, of course, it does not, probably could not, indicate the relative frequency of demand for teachers eligible for the many different certificates enumerated.

In alphabetical order the certificates issued by each State Department of Education are listed, each

We are all the time writing letters

We don't claim they are good letters. One thing we do know is that our popular Periodical for Pedagogues would not be what it is today without its constant stream of outgoing letters.

They are seldom alike, these letters. Yet they fall into three general classes. First there are the inquiries and invitations. Our Ear-to-the-Ground Department learns that so-and-so in such a place is putting education to work in some New Way, or is all hot and bothered with a Great Idea. Off goes a letter. It says, in effect: "Please tell our readers."

The second sort of letters are letters of Rejection and Reflection. Naturally we receive many more manuscripts than we can publish. Shall we cull out the best and return the rest—without remarks beyond a polite "Thank you" and "We're sorry"? That's too easy and too brutal, in our opinion. So we go to work and try to give our reasons. Sometimes we suggest rewriting it in a way that might make the material more acceptable. No, we do not tamper with the writer's main thought or message, beyond hinting how to bring it out more effectively. Our letters of rejection seem to win us more gratitude than any others that we write. Often they result in rewritten papers we are proud to print.

Finally, there are the Acceptance Letters. These almost write themselves. For why not? Can anything be pleasanter than thanking a person for contributing something that goes straight to its mark and is sure to make school people sit up and ask, "Who said that!"?

We will keep on writing letters.

Why don't you write just a postal—asking for a sample copy? Then you can see for yourself what those letters get for Journal of Education addicts in a single typical month.

A whole year of nine distinctive numbers for only \$2.75.

The JOURNAL of EDUCATION

8 Beacon St.

Boston 8, Mass.

WE COVER THE EARTH

School Science and Mathematics

is read by subscribers in every state of the Union, all provinces of Canada, and thirty-three foreign countries.

It is owned by teachers, managed by teachers, and edited by teachers.

It comes to your desk every school month.

Interesting Articles in Volume 45

Power for War—Arches through the Ages—Adapting Instruction in Science and Mathematics to Post War Conditions and Needs—Aircraft Instrumentation—The Chemist in the Petroleum Industry—Those Drugs of Ours—Trends, Deficiencies, and Challenges Related to General Science—Indian Medicine—Our Warty Assistants—A Historian Views Science—What Is Going to Become of High School Mathematics—Earth Science in High School—Science, Mathematics, Industry—Guayule: an American Source of Rubber—Solid Reactions—Measurement of Forest Fire Danger—Mastery of the Fundamentals of High School Mathematics: a Graduation Requirement—Conics Are Fun—The Modern Aircraft Propeller and the Physics Course—Pets in the Kindergarten.

Helpful Reprints and Supplements

An Objective Test in Logarithms	\$1.10
Mock Trial of B versus A—A play for the Mathematics Club .....	.30
100 Topics in Mathematics—for Programs or Recreation .....	.25
Poison War Gases .....	.20
Popular Mathematics: Bibliography .....	.10
Fractional, Zero and Negative Exponents—A Unit in Algebra .....	.20
Teaching Mathematics: New Materials and Equipment .....	.15
The Radical Dream—A Mathematical Play for Puppets .....	.15
Geometry Theorems: A List of Fundamentals .....	.15
How Water Serves Man. A teaching unit .....	.20
Point College—A mathematical farce .....	.10
Biology Reading List .....	.10
Won by a Nose. A chemistry play .....	.25
Kem: Two Games for Chemistry Classes .....	.15
Modern Periodic Arrangements of the Elements: illustrated .....	.25
Ion Visits the Realm of Air. A Play .....	.25
The King of Plants. A play for science clubs .....	.25
Teaching Living Biology .....	.20
Three Families of Great Scientists: dramatized .....	.15
Some Lessons About Bees. A 32-page booklet; illustrated .....	.20
The Triumph of Science. A play for auditorium programs .....	.25
In a Sound Studio. A play: Physics and Music .....	.25
Safety First. A Unit in Eighth Grade General Science .....	.20
Science Library. Recent books for high schools .....	.10
Youth Looks at Cancer. A biology play .....	.25
Laboratory Work in Single Periods: Method .....	.25
Modern Science Teaching Methods: Demonstrations .....	.25
Science in the Grades: Practical Contributions—35 pp. ....	.30
An English Christmas Tree—A Conservation Play .....	.25
Extracting Aluminum. A one act chemistry play .....	.15
Vitalizing Chemistry Teaching. A Unit on the Halogens .....	.15
Telescope Making Illustrated .....	.25
A Scientific Assembly Program, Wonders of Science .....	.30
The History of Arithmetic—200 pages; illustrated	1.50
Elementary School Science Library .....	.10
Projection Demonstrations in General Science .....	.20

Orders for Reprints must be prepaid

SCHOOL SCIENCE AND MATHEMATICS

Price \$2.50—Foreign \$3.00

No numbers published for July, August and September

P.O. Box 408,

Oak Park, Ill.

In writing advertisers please mention CLEARING HOUSE

with its educational and specific academic and professional requirements, and where necessary the experience prerequisite. For teacher applications in the United States possessions, sources of information are cited.

School and Community, by EDWARD G. OLSEN and others. New York: Prentice-Hall, Inc., 1945. 422 pages, \$3.75.

Sociologists, social philosophers, and statesmen have long recognized that the outlook, aspiration, prestige, and customs of the community form the warp and woof of the characteristics that individuals assimilate. Whatever is taught and learned by more formal institutions and instruments—school, church, occupation, and family—is likely to be cherished and retained if it obviously reinforces the traits which the child's chance or selected environment values highly. If, instead, formal learning is discredited by the community circles in which the child moves, it is soon lost.

In *School and Community*, the twelve authors present a philosophy, explain desirable procedures, and discuss the problems of community study and service. Perhaps all too realistically, they picture the school on an island, separated by a moat from the mainland of life. Across this moat it is urged that ten bridges be built, viz., documentary materials, audio-visual aids, research visitors, interviews, field trips, extended field studies, camping service projects, and work experiences. Would it not be better to fill in the moat, or to move the school on to the mainland of life, and thus avoid so much "fetching and carrying" across the bridges?

It is not enough to study and appreciate the educational practices and values of camping and work experiences and service projects—they must become parts of the school program. It certainly is inadequate to merely gather documents, to interview, to invite research visitors, to make field trips and the rest. At best such practices do not break with the academic tradition; they merely make it less objectionable, less futile. The school here advocated is still, by implication, composed of classes looking at charts, reading reports, reciting experiences, reflectively thinking about them, and perhaps dramatizing or exhibiting them.

As a step in the right direction this is all to the good. The practices recommended correspond to the title of the book, *School and Community*. Olsen himself, nevertheless, refers with approval to examples of community schools described in other texts. The best of these community schools are, however, more than schools in communities. And it is not clear that the authors of *School and Community* recognize the distinction. P.W.L.C.

THE PEABODY JOURNAL OF EDUCATION

Published bi-monthly by the Faculty of George Peabody College for Teachers, the JOURNAL presents representative views in the general field of Education. Each issue contains articles on the varying phases of the current situation. Each issue includes the Bi-monthly Booknotes, a budgeted selection of professional and cultural books for the teacher's library.

Now in the Twenty-Fourth Year of Publication

Sample copy sent on request

Subscription price \$2.00 the year

ADDRESS

PEABODY JOURNAL OF EDUCATION

GEORGE PEABODY COLLEGE FOR TEACHERS

NASHVILLE, TENNESSEE

In writing advertisers please mention CLEARING HOUSE

OCCUPATIONS

The Vocational Guidance Journal

Announces its Silver Anniversary

The story of the first twenty-five years,
close-ups of the editors, important articles and the regular features in the

October issue

An Issue to Read and to Keep

\$3.50 a year

\$4.50 Canadian and Foreign

Published monthly

October through May

by

**The National Vocational
Guidance Association**

Room 510, 82 Beaver Street, New York 5

Paper is scarce; order your copy today!

SCHOOL NEWS DIGEST

(Continued from page 49)

appear on a ballot in California." The Amendment, states *Sierra Educational News*, provides:

A minimum salary of \$2,400 a year for teachers.

State aid to kindergartens as part of the elementary-school system.

State support of education on the basis of \$120 per year per pupil in average daily attendance from the kindergarten through junior college.

A minimum apportionment of not less than \$90 per pupil for all school districts, with no district receiving less than \$2,400 a year. Apportionment by the Legislature of the money represented by the difference between the minimum guarantee of \$90 per pupil which all school districts will receive and the \$120 per pupil called for in the Amendment.

Public education to have first call upon all revenues of the State, according to California's traditional Constitutional guarantee.

CITIZENSHIP STUDY: A controlled experiment in testing the effectiveness of a procedure in teaching citizenship through history study is being administered through the University of Miami, Miami, Fla., on a \$20,000 fund donated anonymously, states C. C. Peters in *School and Society*. Central feature of the experimental method is that each of a number of our great present social, political, and economic problems is first discussed as a present problem. Then, after enough discussion to motivate intense study of the problem, class and teacher plan a study of the historical roots of the problem. Then, with this historical perspective, the class returns to the present and discusses what can be done about that problem in our democratic society. There are 30 experimental and control groups in Dade County, Florida, and in 3 small cities of central Pennsylvania. The project, called "Americanism-through-History Study," is directed by Dr. Peters, who is at Pennsylvania State College, State College, Pa.

PROGRAM BUREAU: The East and West Association announces a new Program Bureau which will serve schools and other community groups. "Name the country," states the Association, "and we will supply an authentic, representative speaker, discussion leader, or entertainer, to interpret his land and people." The Program Bureau can supply complete programs and series of programs, as well as individual speakers and entertainers, from various countries. "We believe," says Pearl S. Buck, president of the Association, "that the best way to learn of other peoples is through the people themselves." Information may be obtained from the East and West Association, 40 East 49 St., New York 17, N.Y.

(Continued on page 64)

In writing advertisers please mention CLEARING HOUSE

Join the National Council of Teachers of Mathematics

I. The National Council of Teachers of Mathematics carries on its work through two publications.

1. *The Mathematics Teacher.* Published monthly except in June, July, August and September. It is the only magazine in America dealing exclusively with the teaching of mathematics in elementary and secondary schools. Membership (for \$2) entitles one to receive the magazine free.
2. *The National Council Yearbooks.* The first, second, tenth, twelfth and thirteenth yearbooks are now out of print. The third on "Selected Topics in Teaching Mathematics," the fourth on "Significant Changes and Trends in the Teaching of Mathematics Throughout the World Since 1910," the fifth on "The Teaching of Geometry," the sixth on "Mathematics in Modern Life," the seventh on "The Teaching of Algebra," the eighth on "The Teaching of Mathematics in Secondary Schools," the ninth on "Relational and Functional Thinking in Mathematics," the eleventh on "The Place of Mathematics in Modern Education," and the fourteenth on "The Training of Mathematics Teachers of Secondary Schools," each may be obtained for \$1 postpaid. The fifteenth on "The Place of Mathematics in Secondary Education," the sixteenth on "Arithmetic in General Education,"—each may be obtained postpaid for \$1.75; the seventeenth yearbook, "A Source Book of Mathematical Applications" and the eighteenth on "Multi-Sensory Aids in Teaching Mathematics" may be had for \$2.00 each postpaid, from the Bureau of Publications, Teachers College, 525 West 120 Street, New York 27, New York. All of the yearbooks except those now out of print may be had for \$13.00 postpaid.
- II. The Editorial Committee of the above publications is W. D. Reeve of Teachers College, Columbia University, New York, Editor-in-Chief; Dr. Vera Sanford, of the State Normal School, Oneonta, N.Y.; and W. S. Schlauch of Hasbrouck Heights, N.J.

MEMBERSHIP BLANK

Fill out the membership blank below and send it with Two Dollars (\$2.00) to THE MATHEMATICS TEACHER, 525 West 120th Street, New York 27, N.Y.

I. (LAST NAME) (FIRST NAME), wish

to become a member of the National Council of Teachers of Mathematics.

Please send the magazine to:

..... (STREET AND ZONE NO.) (CITY)

..... (STATE) (WHEN TO BEGIN)

Please indicate here whether this is a new subscription or renewal

A Needed Book

*A program for modified
and corrective pupils*

MODIFIED ACTIVITIES IN PHYSICAL EDUCATION

By Doreen Foote

*Instructor in Physical Education
Long Beach, Cal., Public Schools*

With this new book as a source, you can offer the modified and corrective pupils in your school an improved program that will be the envy of the normal pupils. In most schools, "restricted" and "handicapped" pupils are left out of a planned physical education program. Yet most of them, for their own good, should have a light activity program suited for their condition. In this first book of its kind ever published, the author presents a practical, tested program for these neglected pupils.

9 chapters of games and activities

Following the chapters on classification, organization, and procedure, the author offers nine chapters of activities and games for modified and corrective pupils. Descriptions, rules, and diagrams make the procedure for each activity or game clear. And, as Dr. Josephine L. Rathbone states in the foreword of the book, "Even the teacher of so-called 'regular' classes in physical education, who may have exhausted his ideas for an enriched program, can get suggestions from *Modified Activities in Physical Education* for making class time more meaningful for everyone, in terms of a greater variety of skills." Order a copy for 10-day free examination today.

10-day approval

Net professional price, \$1.60

Postpaid if payment accompanies order

**INOR PUBLISHING CO.
207 Fourth Ave., New York 3**

SCHOOL NEWS DIGEST

(Continued from page 62)

FLIGHT: Thirteen pupils of Vestal Central School and Union-Endicott High School, first two high schools in New York State to have flight classes, earned student flying licenses the past summer, reports *New York Education*. Pupils taking the course were all 16 or 17 years old, and among them were 3 girls.

PUBLIC OPINION: Bowing to public opinion, the board of education of Norwalk, Conn., has agreed to bargain collectively with the Norwalk Teachers Association, after 230 of its 236 members had returned their contracts unsigned. An emergency open meeting called by the mayor filled the meeting room of the high school to overflowing. Throughout this session, reports the *New York Post*, "the highly conservative board listened frozen-faced and unresponsive." An attorney, speaking in behalf of the public, said, "There are a great many people in Norwalk to whom the idea of the union is a breach of etiquette." After a lengthy private meeting, the board members "filed out without comment," leaving the mayor to announce their capitulation.

HEALTH: Thorough medical and dental examinations now are required biennially for all school children in Pennsylvania, according to two State laws which, says Elizabeth K. Zimmerli in *Progressive Physical Educator*, "place Pennsylvania well in the vanguard of states whose legislation furthers the physical fitness of all children in schools." The new School Health Act is stated so specifically that it assures medical examinations equivalent to those given for life insurance and also provides for further special examination where needed. By June 1946 all school districts of the State had complied with the School Health Act except a minority of 4th class (rural) districts. Full enforcement will have to wait until "some day in the future" when mobile units with doctors, dentists, and nurses can drive up to the doors of one-room schools. The second law, the Advisory Health Councils Act, calls for community health councils which would "implement the follow-up program" for pupils who need help in achieving good health.

SCHOLARSHIP: To encourage promising high-school pupils to enter the teaching profession, the Samoset, Me., Teachers Club has established an annual scholarship cash award, to be given to the best qualified graduate of Boothbay Harbor High School who enters a teacher-training institution. Shows put on by the Club, says *Maine Teachers' Digest*, raise some of the money for the award.